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City of Malden

MASSACHUSETTS

ANNUAL REPORT OF THE SCHOOL DEPARTMENT



1958

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REPORT OF THE SCHOOL COMMITTEE

To His Honor, the Mayor, and Members of the City Council:

On behalf of the School Committee I submit a report for the year 1958.

Details of administration and management as well as the program and scope of services in our educational department are included in the report of the Superintendent of Schools. The thoroughness of his report makes it unnecessary for me to include the highlights and activities of our school system.

To our Superintendent I express appreciation for his willing cooperation with the School Committee pertaining to the operation of our public schools. We of the School Committee are also grateful to the administrative staff for their kind assistance during the year.

Our principals, teachers, and all other school employees deserve gratitude for their competency and interest in performing their duties.

During the past year your School Committee with the cooperation of the Public Property Committee and City Council has seen progress in the repair and maintenance of many of our elementary schools. Personal visits by the School Committee to the various school buildings have resulted in an intelligent approach to solving this long-neglected problem. It is hoped that the School Department and the City Government will continue to cooperate in the furtherance of repair and maintenance of school buildings.

Many hours of thought and study have been given by the School Committee to the matter of salaries. In our deliberations we have considered economic conditions as well as the need to maintain an adequate pay scale. We believe that we have evaluated salaries on a sound and equitable basis, consistent with the financial position of our City.

Though the taxpayers bear the heavy burden of financing the education of our children, the School Committee has a serious as well as a legal obligation to budget adequate funds for the operation of public schools. To meet this obligation the School Committee ought to remain independent of municipal appropriating authorities. Lowering the tax burden at the expense of a child's education can jeopardize as well as impair the future of our citizenry at a time when our city, state, and nation need a society of soundly-educated people.

To all who are associated with our educational system including my associates on this Committee, I extend my sincere thanks and appreciation for their untiring and cooperative efforts.

Respectfully submitted,

FREDERIC L. CONWAY, JR.,

Chairman of the School Committee

December 31, 1958

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the School Committee of Malden:

I present herewith my Thirteenth Report as Superintendent of Schools and the ninety-second in the series of annual reports by Superintendents of Schools in Malden.

Each year brings its problems, and 1958 was no exception. Some were hold-overs from the previous year, and others were new because of changing conditions.

First, let me pay tribute to the five teachers who retired during the year. They are as follows:

Hope E. Boyd—Assistant Principal of Lincoln Junior High School.

Dorothy I. Driscoll—teacher of Business Education in the High School.

Winifred T. McMahon—teacher of Commercial Subjects in the Beebe Junior High School.

Morton H. Wiggin—teacher of the Social Studies in the High School and also Principal for a decade of the Central Evening School.

William J. Glennon—teacher in charge of Audio-Visual Aids.

All of the foregoing gave many years of faithful and inspiring instruction and help to our boys and girls. The City truly owes them a great debt of gratitude.

The School system suffered a further loss of three fine teachers who died during the year:

Justin A. Sullivan—teacher of Academic Subjects in the Vocational High School.

Roger T. Shea—teacher of English in the Lincoln Junior High School.

Carl F. Nystrom—teacher of the Related Shop Work in Machine Shop of the Vocational High School.

As in the case of those who retired, these teachers who have passed on gave devoted service for many years to the boys and girls who were their students. Their loss to the school system will be severely felt, not alone by the students, but also by their colleagues.

One of the momentous occasions of the year was the opening of the new wing to the Lincoln Junior High School, replacing the one destroyed by fire in March, 1956. This is a 17-room building to be used both by elementary and junior-high-school students and contains for their

instruction besides the regular classrooms, a Kindergarten, an Industrial Arts Shop, a Health-Education room, an Art room, an Office for the Principal, a General Office, and a combination Cafeteria-Auditorium known as a multipurpose room. The building was opened in September with its formal dedication a little later.

The new wing to the Daniels School was begun early in the year; and it looks now as though it might be completed for occupancy by Easter in 1959. This wing contains a Kindergarten, six regular classrooms, an Office for the Principal, a General Office, and a Cafeteria-Auditorium known as a multipurpose room. ••

So much for the structural part of the school system! Curriculum revision is still an accepted part of the academic atmosphere. Our courses in Elementary Science, Elementary Health Education, and in Junior High School English are all under revision. Mrs. Sarah J. Fogg, a teacher of English in the Beebe Junior High School, is serving as Chairman of the Revision of the English Program. Dr. Mary E. Spencer, Director of Health Education, is serving as Chairman of the Committee on Revision of Elementary Health Education; and a chairman will soon be selected to consider the revision of our Elementary Science Course. The School Committee at a meeting in the spring voted to require the attendance of all elementary teachers at an in-service seminar in Elementary Science to be offered by the Harvard-Boston University Extension Program beginning in September. The course meets on Tuesdays, every two weeks, in the Linden School where facilities are available in the classrooms for small groups to conduct experiments under the direction of Professor John Read of Boston University School of Education. This step of requiring all elementary teachers to take the course was brought about because of the tremendous growth of elementary-science material following the recent discoveries in the field of Science and the impact of the competition between the United States and Russia to put into orbit various scientific "instruments". It is our feeling that our elementary teachers will be much better prepared to teach the required elementary Science in our schools when they will have completed this course in the spring of 1959.

Again salary changes were in order. At the close of the calendar year of 1958 the School Committee had not yet reached a final decision as to what the salaries would be, but it was an accepted conclusion that the minimum would be at least higher than the minimum required by the State. The State voted a new minimum during 1958 of \$3600, but it would seem likely that the School Committee, in keeping with its previous thinking on the subject, would make the minimum for Malden somewhat higher.

A lawsuit against the City of Malden was filed in 1957 by more than ten taxpayers to force the City to replace in the budget a sum of money which it had deducted when the 1957 Budget was passed. A new City Government took office early in January of 1958 and seemed inclined to show a much-more cooperative attitude toward relationships between City Government and the Public Schools than had the previous administrations. After a series of conferences it was agreed that if the City Government would pass the School Department's Budget for 1958 as submitted, the suit would be withdrawn by the taxpayers. This was done in April. Relations between the two branches of the government have been friendly since then.

During this year, two television sets were purchased for experimental purposes to catch the telecasts from Station WGBH—Channel 2—the educational broadcasting station in the Greater Boston area. A series of educational broadcasts has been presented through this channel and has been satisfactorily received on the sets installed, one in the east end of the city and the other in the west end of the city. The School Committee included in its 1959 Budget, a sum to purchase at least one television set for each of the other schools in the city so that all pupils at the appropriate grade-levels shall have an equal opportunity to profit from the educational broadcasts.

Two Federal Laws now make it possible for the school system to profit financially by their provisions:

Public Law 864, known as the National Defense Education Act of 1958, makes it possible for school systems throughout the Commonwealth to apply for the use of Federal funds for the purchase of Mathematics and Science equipment and the installation of conduits and piping necessary to provide water and electricity for the scientific experiments; to provide audio-visual aids for the public schools; and to extend guidance programs. There is also provision for the extension of the testing program.

Public Law 874 provides for Federal funds to be given to those communities whose citizens work in certain designated Federal installations, not necessarily within the boundaries of the particular communities. The reimbursement is reckoned on the number of children attending school regularly of such citizens so employed. During 1958 the Malden Public Schools received a reimbursement under this Law of slightly more than \$49,000.

The Superintendent of Schools expresses his gratitude to all of his colleagues who have the best interests of the boys and girls of the school

system at heart, and appreciates their fine cooperation. He is also appreciative of the strong support which the School Committee has given to the Superintendent in improving and extending existing programs of instruction at the various levels.

Following are excerpts from the Annual Reports of Principals and Directors of the various schools and subject-fields.

Respectfully submitted,

CHESTER W. HOLMES,

" Superintendent of Schools

December 31, 1958

THE HIGH SCHOOL ————— John B. Matthews, Headmaster

In June, 1958, a class of 384 was graduated. As of October, 1958, the enrollment was 1776, an increase of 125. This necessitated the creation of three new home rooms. The School is now filled to capacity; and if there is too much of an increase next fall, its disposition will constitute a very serious problem. Perhaps serious thought should be given to the question of double sessions—an afternoon program for the entering class.

The seniors desiring to go on to college who were qualified were admitted; others seeking employment were readily engaged. The matter of entering college is requiring more and more concern, for it is getting more difficult each year to get all of those who wish to enter into some college near or far.

The work of the school was carried on as usual in spite of some dislocations; the record in all departments, while not all that was expected, was as good as conditions warranted.

One outstanding achievement should be mentioned — there were two Merit Scholars last year, one girl going to Radcliffe and the other to Sarah Lawrence College. This achievement gave great pride and spoke well for the high quality of the work of the High School.

One situation needing emphasis is not pleasant. The Science Department was riddled last year by resignations. Teachers left to go to other school departments paying higher salaries. Naturally the work in that Department suffered. This situation should not be allowed to repeat itself!

MALDEN VOCATIONAL HIGH SCHOOL — James A. Booth, Director

School enrollment and applicants are in excess of available facilities.

Three changes occurred in the faculty. Mr. Peter Pars succeeded Mr. Justin Sullivan, deceased, and Mr. Thomas Bray succeeded Mr. Charles Dullea who resigned. Mr. Henry Miller substituted for Mr. Carl Nystrom, deceased.

Due to the increasing complexity of all the trades taught and the attending precision required, there has been inaugurated a more formal approach in higher mathematics and physics. This not only prepares the student more thoroughly in understanding the technical aspects of his trade but also prepares him for institutions of higher learning.

Our program of athletics is conducted in a rather conservative fashion because of the size of the school. A more elaborate course could hardly be justified in view of the demands on the students in home work and outside employment.

The projects that have been handled this year have increased in number and scope. This is an extremely fine situation, in view of the increased enrollment and the need for live jobs as opposed to practice work which is expensive and uninteresting to young people with aggressive natures. Presently there is involved a \$10,000 project of installing a new power panel for the entire old building. This should result in a saving to the city of \$6500 minimum. Many more projects have been made, repaired, or installed in the schools at definite financial savings to the City.

It is worthy of note that the students have not only redecorated the two Vocational offices but also have manufactured counters and cabinets and installed them, and have installed improved lighting facilities and put up the venetian blinds — all of which have given an increase in the efficiency as well as the appearance. We have had many favorable comments from all those who have visited our offices.

The Electrical Department has installed a new Simplex Time Recorder which promotes the orderly and systematic passing of classes.

Inasmuch as the Malden Public Schools are bound by agreement with the State Department of Education to certain organizational factors, one of which is housing, it is well for us to heed the Report of 1955 in which was pointed out the need for adequate quarters. Insufficient or inadequate quarters could imperil our state reimbursement. Subsequent reports also contained recommendations for improved housing.

Placement of graduates continues to be very good even in low employment periods. Placement could be given to three to five times as many graduates.

One would be remiss in his duty if he did not point out that the Day Vocational High School continues to be small only because it has not been given a chance to expand. This is contrary to good business tactics. It is also passive resistance to the opportunity for the youngster in a family that is so situated economically as to need the earning power of the older children as soon as possible under the law with the greatest amount of preparation for gainful employment.

The public school system is not serving industry or the public to a favorable degree. Expanded quarters and increased pupil enrollment should reduce the per-capita cost to the city as well as take care of those citizens who will not be admitted to outside Vocational programs because of the increased interest in other cities.

The Evening Trade Extension, Apprenticeship Training, and Practical Nursing programs have been serving in excess of 200 this past year.

ART EDUCATION ————— M. Adelia Johnson, Director

The greatest achievement for this year was the exhibition of arts and crafts by pupils in the senior and junior-high-school art classes. This work was outstanding, and was displayed four days and evenings in the Ryder Gallery of the Malden Public Library. About a thousand persons attended and expressed their appreciation of students' work in which all media were used in new and different styles. Among the crafts were examples of weaving and of block-printing made into practical articles; match-stick units, some abstractions; a miniature village of the early Plymouth colony; and a coffee table made with mosaic tiles — all of which were works of art.

Annually all junior and high-school instructors submit some of their students' best work to the Scholastic Awards Committee sponsored by the Boston Globe. This past year an excellent display of about six hundred drawings, paintings, ceramics, sculptures, and handcrafts were exhibited in the John Hancock Hall in Boston. Malden was well represented, and several gold-key achievement awards were received which in turn enabled the recipients to compete for National Honors in New York City. A monetary award of twenty-five dollars was given to one of the high school students. This is an outstanding accomplishment considering only pupils in the general course are admitted to the art classes.

Posters have been contributed to the United Fund campaign, which were displayed locally; to the Humane Society for the Prevention of Cruelty to Animals, for which several awards were granted; and prize posters were displayed in one of our leading Boston department stores.

Many favors were made for the Junior Red Cross, and posters of all kinds within the activities of school buildings are always in demand. The high school group created a puppet show, much to the delight of the youngsters in the Malden Day Nursery.

During American Art Week, which is celebrated annually in November, all art teachers emphasized its importance with special exhibits and with varied programs of interest to their students, visual aids pertaining to great works of art and of art appreciation in various forms; and a small exhibit was hung in the main lobby of the Malden Public Library.

In the Malden schools it is fortunate that there are teachers who can motivate children to correlate ideas and materials such as the art of making puppets and masks; illustrating stories, thereby correlating language arts; designing and developing murals depicting various phases of work, industry and play. The planning and arranging of bulletin boards; show-case display areas, now in the new buildings; decorative ideas for classrooms — in preparation for holiday activities — all are included in the art program. During this year, the elementary school children contributed greatly to the success of several operettas by designing and making costumes and scenery. The gifted children in Grade Six contributed many excellent posters for their parents' club musical.

Students in the high school art classes have been privileged to visit art galleries, museums, and current exhibits in Metropolitan Boston with their instructors. Many favorable comments were expressed for the high school work displayed for the Old and New Women's Club in Malden. The Beebe Junior High School art teachers exhibited excellent students' work during their annual Spring Festival.

The Art Department is indispensable in the creation and development of the "Maldonian", which has been held in high esteem and has won top prizes in a competitive field for several years. Under the careful guidance of able instructors the high school gymnasium has been often transformed into a veritable story-land of colorful countries, during the many and varied extra curricular activities.

An art room in the new wing of the Lincoln Junior High School should prove a boon to art teaching there.

The following are recommendations: (1) The Department has expanded greatly; a trained art teacher is needed to work with me. Such a person could fill in as a substitute in the Department whenever necessary, as competent substitutes in this capacity are difficult to find. I am the only city-wide director that does not have an assistant. Visits to

every class from Kindergartens to Grade Twelve are limited to about three or four a year; some schools require four days to visit every room.

(2) There is no place to exhibit senior high school art work as in previous years; utilization of the wall space opposite the front office is highly desirable. (3) A definite time for orders of art supplies to be filed and filled should be established. Art teachers should have sole control of supplies pertaining to their departments, which would not only be advantageous to the teachers but would eliminate waste by inadequate storage and overstock by those unfamiliar with the characteristics of supplies. Art teachers should have supplies in readiness at all times.

MUSIC EDUCATION ————— Dr. Herbert H. Silverman, Director

Music Education's chief concern is with "lives"—not "life" as an abstract concept, but with "life" as it is spent in homes, on streets and playgrounds, in school and out, at all ages and at every school-level.

Music is a powerful personal and social force in the development of the maximum human and spiritual power from which the promises of our democratic ideal will be realized with increasing effectiveness.

Musical experiences rightly planned and guided are capable of liberating bodies, hearts, and minds in ways that make children, youths, and adults freer to work toward newer, richer, and more valuable expressive and social ends.

Every child, every person in our American schools, is privileged — therefore obligated — to do his bit in improving musical and cultural life in America by improving himself.

Improving oneself musically, or otherwise, is an active process of giving out, as well as taking in; a child or adult develops more fully when these two principles of growth are given due consideration.

Music education can fulfill its highest purpose (1) by seeking the most effective interrelations possible with every other relevant area of public education, and (2) by examining all current issues and problems within the field of music in a spirit of constructive and open inquiry.

Music plays an important role in the development and life of our children. It is our task to make music meaningful in the lives of our children so that there will be a desire for more and more active participation in musical activities as well as to help each individual establish criteria of worth in listening to music and in participation.

In terms of basic educational objectives the contribution of music lies largely in the areas of emotional development and growth "in worthy

use of leisure time" and in becoming progressively familiar with our "cultural heritage."

Our aim is to make music a living part of every child's growth and development. By presenting music through many and varied approaches, every child may find a satisfying emotional, intellectual, and cultural fulfillment of his felt needs as a child and later as a mature adult.

Our program attempts to emphasize the inner living essence of music rather than merely its external manifestations.

Each aspect of music in life is utilized: — "singing, listening, dancing, creating, and playing an instrument" . . . all are basic to our program of education through music.

Malden's schools have rhythm, melody, and toy orchestras, fluto-phone ensembles, boys' glee clubs, girls' glee clubs, mixed choruses, and vocal and instrumental chamber ensembles. Many of the schools produce operettas; and all provide programs for patriotic, civic, and Parent-Teacher programs and assemblies. Private and class instruction is offered in all elementary, junior high, and senior high schools on violin, viola, cello, contrabass, piano, percussion, piccolo, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, alto, baritone, tuba, and all other **recognized** musical instruments.

Recently, world events have panicked Americans into demanding that the Humanities be shunted aside and mathematics and science be the end-all of school subjects.

Music, art, and other humanities are not Cinderellas who go forth into the world only at certain times and scurry home when real life resumes its sway.

The humanities are rich in intangible rewards and are poor in means because their actual services are taken too much for granted. Over and over one hears that "Man does not live by bread alone" and has never interrupted to say, "Bakers, butchers, and storekeepers — discharge your debt to the arts which makes your life behind the counter bearable" — help us to enrich your children's lives beyond their labor!

The Department of Music Education reports that:

During the week preceding opening of the school year a Workshop in Teaching Music in the Elementary School was held for all new teachers. This pre-school training period serves to orient new members of our teaching staff to our philosophy, teaching methods, teaching materials, etc., so that all new teachers can start the school year with a full understanding of the system's needs, and with primary teaching techniques from which educational objectives may be attained.

In addition to this Workshop, a weekly class after school hours has been conducted throughout the school year for teachers new to Malden and for those in need, or desiring, additional assistance in music-education techniques.

The Director of Music Education has visited all elementary-grade classrooms, junior and senior high music classes, all instrumental and vocal ensembles, bands, orchestras, glee clubs, etc., as often as possible to provide supervisory aid, musical and educational assistance, direction and inspiration as well as to motivate the maximum of teaching and learning efficiency and growth, and to discuss evaluations of classroom activities and materials with each teacher. The Director has served as advisor to the Superintendent, the Assistant Superintendent, the various school principals and to the School Building Committee in all matters pertaining to music and music education.

In addition to the curriculum offering of vocal and instrumental music now in effect in the Malden Public Schools there has been added a number of extra-curricular activities in music education at all grade levels. These organizations provide musical and educational opportunities beyond those possible in an individual school. The All-City Groups meet after school hours in a central location, are entirely selective, and on a voluntary basis. These groups are the All-City Elementary School Orchestra, the All-City Elementary School Chorus, the Gifted Classes Orchestra, the Gifted Classes Glee Club, and the All-City High School Band.

This year a new group has been added to the music curriculum — the Special Classes Chorus.

Each of the foregoing groups meets weekly and present a number of public concerts to the community.

The program provides basic music education for **every** child in the Malden Schools and enrichment opportunities for those who can benefit from the opportunity from a talent viewpoint and from an interest and need aspect. From the Special Classes to the Gifted Classes; from the Academic groups to the Vocational groups — all have music-education curriculums tailored to fit their needs and their developing abilities.

Last spring the Department of Music Education presented a huge Festival of Operettas in our Elementary Program. **Four** full-length operettas were presented:

- “Pinafore” by the Belmont School
- “Tom Sawyer” by the Faulkner School
- “Pinocchio” by the Forestdale School
- “Down Mexico Way” by the Gifted Classes

The Malden All-City High School Band travelled on a three-day Exchange Concert to Burlington, Vermont, and performed with their High School group. Several weeks later the Burlington High School Band came to Malden, and a joint concert was presented in Jenkins Auditorium. This undertaking was well-accepted in both communities. The project was financed by the Malden Band Parents' Association which is sponsored by the Music Education Department.

At the High School Guidance Career Day we were pleased to note that our program had interested 62 students in considering music as a possible vocation. This was one of the large groups of the conference.

By arrangement with the New England Conservatory of Music, practice teachers were assigned to the Malden Schools subject to the supervision of the Director of Music Education. This enables offerings to our children beyond the scope of our regular department activities. Some of these are Rhythm Ensembles, Flutophone Classes, Appreciation Classes, Free Instrumental Instruction, etc.

Visitors from public schools, colleges, and universities constantly visit and write concerning the music education offerings of the Malden Public Schools.

There are two major problems that need consideration:

1. The need in terms of musical (basic) instruments for the children is still critical. Many are denied participation because of this lack.
2. There is urgent need of one music teacher (Elementary vocal area) to provide minimum assistance in our elementary class program.

HEALTH EDUCATION ————— Dr. Mary E. Spencer, Director

Personnel

The problem of lack of adequately-trained personnel once again "reared its ugly head" and cost us many man-hours of time-consuming work in searching out possible candidates to fill our two vacancies in the junior high schools. As no qualified candidates in the Health Education field could be found, every available person in the allied fields of science, nursing, therapy, and physical education who showed interest in transferring to Health Education was interviewed. As a result we secured two of the best who applied, one from the field of physical therapy, the other from that of nursing-administration. The first was a substitute teacher at one of the junior high schools. She received a regular appointment

in June, and the other was elected in September to fill the vacancy created by the transfer of a teacher. Since neither candidate had any classroom teaching experience, and no training in Health Education, a great deal of attention had to be given to their in-service training and supervision, in one instance daily visits having been made to the school over a period of weeks during the induction period. This instructor has acquired a good deal of skill in discipline over the year and has from the beginning manifested ability to teach in a dynamic fashion which has caught the interest of the adolescents and merited the respect of their parents judging by their comments to us and by other reports. The second instructor is too new to evaluate her work, other than to say her progress at this stage is satisfactory.

With the restoration of a full complement of permanent teachers at the junior high school level, the practice of holding monthly meetings for secondary school teachers with the Director has been revived. Various topics of interest to the instructors in the secondary schools are discussed; they are kept informed of new materials and new happenings in this area of study.

One joint conference for nurses and secondary school health instructors was held.

The annual Workshop for new teachers at the opening of the school year was held as usual with a smaller number of teachers to be oriented this year because of a drop in teacher-turnover at the elementary level.

To meet the need for continuous contact with all classroom teachers, whose number has so increased in recent years that monthly visitation to all is impossible, a Health News Letter was designed and planned for publication at the opening of the 1958 school year and periodically thereafter. Because there was no provision for this publication in the 1958 budget, its appearance has had to wait until 1959. It will deal not so much with news items as with teaching content and teaching suggestions. It will carry in each issue reports of new teaching materials, digests of health research, one suggested unit for teachers to carry out in their classrooms, current events in health, and other material to keep teachers abreast of developments in subject-matter and methods. It is hoped it will fulfill its purpose of liaison between the Health Office and the teacher and as a continuing source of in-service training.

Curriculum Development

As our elementary teachers have had no special pre-service training in the "content areas" of health education, and as the practice of holding weekly after-school meetings with them (as was done up to 1947) had to

be abandoned because of the multiplicity of after-school meetings of other kinds now being held, our younger teachers are not so well-prepared in health subject-matter as were the teachers who took the required health-education course during their first year of employment here. Since this Department was the last curriculum group to organize and since, therefore, it was limited to new teachers, the material prepared by the groups in many instances did not meet publication standards. The Director, when not engaged in administrative duties or in visitation to secondary-class instructors, has been engaged in writing the content-area chapters for the new course: nutrition, mental health, safety education, communicable disease control, dental health and community health problems. Nutrition has been completed, and the other chapters are in various stages of development. The section devoted to audio-visual aids is ready for typing.

Research on Curriculum—Accident Facts

As a basis for selection of the safety needs of pupils in the schools more than twelve hundred accident reports sent to the main office over the last five years have been analyzed and a report on this study prepared for distribution to all schools. This study indicates where accidents happen most frequently during the school day, and the type of accident occurring. While this study was made specifically for the system Health Curriculum, it is one of the basic "requirements" in Safety Education advocated by both the National and the Massachusetts Safety Councils.

Department of Public Health Accident Study

In cooperation with the Massachusetts Department of Public Health the Malden Schools are cooperating in a special study of the accidents occurring among school-age children. The Director is acting as liaison between the two departments and as coordinator of the study in our schools. This study will run through the school year 1958-1959 and will produce data of a more detailed nature than that covered in the system's study which closed with the year 1958. The Department of Public Health will make the statistics for this school year available to our schools.

Curriculum Committees

The curriculum committees which have not met since May, 1957, will be activated next spring (1959) to work on the "Units" area of the Curriculum Guide, to select textbooks, and to test out the usefulness of the material produced so far, in view of publication in the summer of 1959.

Supervision

Visitation

All teachers in the elementary schools have been visited in their classrooms at least three times during the year. New teachers and those not on tenure have been visited more frequently and profiles drawn for all of these according to the form supplied by the Superintendent. In the case of teachers needing special assistance, materials produced by pupils have been sent regularly to the office for correction and suggestions.

Secondary-school health teachers have been visited at least twice a month, some more frequently. Exhibits have been prepared, and all have been supplied with teaching material and with material for their own growth.

Materials

Dental Health Posters were distributed to all rooms for Dental Health Week.

The Nutrition Folder was reprinted and distributed to all elementary teachers.

A special project on Tuberculosis and the Christmas Seal was prepared and distributed to all teachers above the primary grades for use in health teaching.

The results of the city-wide Dental Health Survey were tabulated and the summary chart sent to all Principals.

A six-page reference sheet of all elementary and secondary-school health texts was prepared and sent to all teachers.

Film and film-strip lists were prepared and sent to certain teachers requesting them.

Service Features

American Education Week

The Department prepared, at the request of the Teachers' Association, an exhibit of its work for Jordan's window and a piece on the School Health Program for the News.

Visitors

The Department was honored this year by a visit from Drs. C. E. Turner of the World Health Organization and M. Viborel of Paris. Doc-

tor Turner organized the Malden Health Program. Doctor Karl Schneider of Cologne, Germany, the students from the New England Medical Center Nutrition Clinic, from the Harvard School of Public Health, and teachers from Lexington, and Concord were other visitors.

Practice Teachers

A student of Boston University spent the spring semester with the Department and was assigned to Browne Junior High School. Six school nurses from Boston College were given one-day's orientation each in Health Education.

Other Cooperative Activities

The Director answered calls to speak on the program at the Pierce School Parent Teachers' Association, for the State Department of Public Health, for the University of Massachusetts, and for the Massachusetts School Lunch Program Group.

The Assistant Director served as secretary of the Social Workers Luncheon Group and as public relations chairman for the Teachers Association.

The Director served as School Health representative on the Governing Council of the American Public Health Association and as national chairman for Health Education. Locally she served on several Boards: Middlesex Tuberculosis Association, Malden Family Society, Massachusetts Public Health Association, and Massachusetts School Lunch Program, and the advisory board of the Teachers Association. She was also a member of the Malden Mental Health Clinic planning committee.

SCHOOL NURSES ————— Grace L. Crowe, Director

Beginners Registration

During the month of April, 640 parent-nurse conferences were held at the schools. Policies concerning physical examinations, communicable-disease control, sudden illnesses and accidents, and defects found were interpreted to the parents.

Physical Examinations

Grades 1-4-7-10. 97% examined by the family physician; 3% examined by the school physician.

Hearing Tests

Kindergarten, Grades 1-7, new entrants and referrals from the other grades were examined with the pure-tone audiometer. The parents were notified of all defects found. One hundred thirty were examined by oculists.

Vision Tests

Grades 1-4-7-10-11-12 and referrals were tested by the nurses with the Massachusetts Vision Machine. The teachers tested the other grades with the Snellin Chart. The failures were referred to the school nurses. The parents were notified of the defects found. One hundred twenty final failures were examined by eye specialists. It is recommended that all grades be examined yearly with the Massachusetts Vision Machine. However, it is impossible for the nurses to find the time to do this.

Dental

Two hundred and seventy-five pupils from grades 1-7 had dental work completed at the Malden Board of Health. More dental facilities for the secondary pupils should be provided. Eleven prophylactic clinics were held at Forsyth. Four hundred and forty pupils had such treatments. Transportation was via Eastern Massachusetts bus. The pupils assumed the expense of 75 cents each. A nurse accompanied each group.

Immunization Clinics (Sponsored by the Malden Board of Health)

Diphtheria, Tetanus, and Booster doses were given to those children requiring them. First doses for pre-school children were held at the same time. Third doses of Salk Vaccine were given to students in the High School.

Follow-Through

Parents were notified of all defects found and advised in measures leading to correction.

Home Visits

Guidance personnel, principals, teachers, and the attendance officer refer to the needs those pupils whose problems require home visitation. About 640 homes of such pupils were visited by the nurses.

Emergency Care

First aid is rendered by the nurse or the principal to all seriously-injured pupils. All pupils referred to the physician are followed through.

Health Camp

One hundred and ten children were referred by the nurses for physical examinations for admission to the Malden Health Camp. This examination was held in the schools and given by the Camp Physicians.

State Department of Education

On Fridays, Mr. Joseph Ballotta, Assistant Supervisor in Education, Division of Vocational Rehabilitation, holds conferences in the nurse's office in the High School. Those pupils with severe physical defects are referred to Mr. Ballotta to be processed to determine eligibility for vocational rehabilitation.

Six students from the Boston College of Nursing affiliated for a period of two months.

Twelve students from the Malden Hospital School of Nursing (Pediatric Service) observed the well child for one day.

HOME NURSING AND BABY CARE — — Mary Ann Curtis, Teacher

Twenty-five home-nursing classes were held in the three junior high schools and special-education group from September 1957 to June 1958.

Three hundred and eight "Home Nursing" certificates and 310 "Mother and Baby Care" certificates were issued in June, 1958, to ninth-grade girls who qualified.

At the May Festival and Exhibition at Beebe Junior High School all students displayed improvised equipment that they had made for sick-room and nursery use.

September, 1958, found the Lincoln ninth-grade girls in the newly-completed room which is very nearly equipped. The room is very satisfactory and is a wonderful laboratory.

Students enrolled in the ninth-grade home-nursing classes in September numbered 338.

READING DEPARTMENT — — — — — Esther Faircloth, Director

It is true that good teaching and learning of interpretive skills are dependent on good content. Interpretive skills must be taught to the

point of **independent application in reading**. Since the aim of teachers is to make **readers** of children, nothing less than reading with understanding — always and for every one can be accepted.

It is the sequential teaching that leaves footprints in the sands of time. Every day in every way they must read better and better. This is the positive approach to the learning process since the philosophy is consummated only when it is acknowledged that "where there has been no learning, there has been no teaching."

Readiness begins at home, and parents can help their child get a good start in reading. Parents should see that their child is in the best possible physical condition before school starts. The child should be with children his own age from the time he is one year old. The child who is emotionally safe and secure will be serene and happy as he meets the new experiences that school offers.

Readiness-for-Reading begins at home with talking, listening, looking, playing, jumping, dancing, exploring, creating, chanting, and sharing. Gradually the pre-school child is taught to notice fine differences in detail. Such habits of noticing details are very important in recognizing words. One little line, for example, makes all the difference between "cat" and "eat".

Growth continues in our Kindergartens with conversations, rhythms, games, creative art, dramatic plays, story hour, poetry time and successful experiences with simple pre-reading books. Children sometimes make scrapbooks, build toy farms, dramatize family activities or stories they like, or go on trips to the park and the zoo. These activities help all the children gain a common background of experiences and ideas needed for reading with understanding.

The Reading Program here dares to be different. The "guess-work" has been taken out and a system that is true to the principles of Child Development worked on. Since there is at least this one constancy — that reading is talking — then reading is taught exactly as the child learned to talk. He can not utter a syllable until he has mastered at least one vowel sound. Since every syllable of the English language is rated so, only because of the inherent existence of a vowel sound, then the Reading Program must not sanction trial-and-error but must be promulgated on this vowel-constancy.

In Grade One, on the very first week of school, the teacher teaches the sound of short "a" by introducing the picture of an apple. The child soon begins to associate the initial sound in apple with the printed "a" on the blackboard. Simultaneously the child is given two or three words

and then, and only then, is he given the book which he can successfully read; and this success brings pleasure. Everyone enjoys doing that which he can do well.

A Basic Reading system and a Basic Phonics system strengthen each other at all grade levels. Each teacher is free to expand and delve into many, many basic readers but only when the minimum requirement of the basal series has been completed. Scott Foresman happens to be Malden's basal system, and it is one that ninety percent of all schools in the country use. It is the **method** that counts in these formative years, and Malden's methods are patterned by the inevitable progress of child development — just common sense.

Pleasure in books is a lifetime pleasure. Here the children are offered a fabulous number of good books. It is realized that workbooks do not stimulate the creative mind so they have been supplanted with richer classroom or school libraries. Workbooks tend to impede progress; and most of the work is done by the authors, leaving the minute chore of checking, circling, or underlining for even the brilliant students to do year-in and year-out. The modern way is to get the "write-idea" into the schools.

The emphasis is not on how to achieve the great moments of inspired teaching, which come but seldom, but on how to use the little opportunities for developing interpretive skills, which come every day. It is the daily lessons in a sequential program that give teachers their best chance to make readers of children as they teach children to read.

Therefore, the Reading Department is concerned with extending children's social learnings through highly-selective literature. The children are taught to read with mind and heart, with interest and sympathy, because this is considered a continuously-enchanting experience from Kindergarten throughout life.

Reading is not a subject but a skill that determines the success or failure of all school subjects. So good, tested, and sound methods are taught which can be explored, expanded, and enlarged upon in many personalized ways; but the basic principles have to be fixed firmly as they are as true as the number facts which no one would dare distort.

SPECIAL EDUCATION — — — — — Bertha M. Howard, Director

By providing proper learning facilities for the retarded child at an early age, the pupil placed in a Special Class is now profiting more from the opportunities provided by the Malden School system than he did before legislation was passed by the State requiring placement for this child.

During the past year, eleven of the nineteen new pupils placed in Special Classes were under eight years of age, the others, except in one case, being transfers from other cities and towns. It is becoming more evident that by the time the pupils of the Malden Schools leave the primary grades, the screening procedure which is followed has revealed those who need special educational treatment, as few-and-fewer retarded pupils are referred to this department for testing from our intermediate grades and junior high schools. It is to the advantage of the child that admission standards are adhered to, as he is spared emotional maladjustment and failure by being required to attend a Special Class if he is eligible, where long-term goals for his education within his mental ability are established.

A child is retested on a Stanford-Binet Intelligence Scale every two years after his placement in Special Class and is given a Stanford Achievement Test each year in April to measure his academic progress. In the past year, thirty-five pupils enrolled in Special Classes were re-examined on the Stanford-Binet Scale; and this test was given to fifty-five pupils in the grades to establish their eligibility for placement. The set of eleven State Sped Forms required by the State Department of Mental Health were completed on twenty-two pupils, the summary sheet being sent to the State Director of Special Education. Parent conferences regarding placement were held for all pupils placed, and many interviews for counseling purposes took place during the year with parents of pupils already in the Department in order to increase understanding and better acceptance of their child's retardation and problems.

Last spring, a policy was adopted by the Director requiring each of the eleven teachers of the Department to compile a Case Study on each pupil. Conscious and systematic observation and study of the pupils during the school year, as well as visits to the homes, enable the teacher to make a report on the child's emotional behavior, physical condition, social interests and aptitudes, family and home situation, socio-economic factors, and anecdotal records of significant behavior. These Case Studies together with the State Sped Forms provide a comprehensive evaluation of each child and are on file for reference at the Office of Special Education. At the end of each month, the special-class teachers provide the Director with a set of papers from their classes in each subject, which are also kept on file and are an indication of the progress of each child through the school year.

In the early part of 1958, the teachers were provided by the State Department of Special Education with **A Curriculum Guide for Special Class Teachers**, the result of an over-all study carried on for a number of

years by a large committee of teachers, supervisors, and university personnel.

The Department has held two evening get-togethers of teachers, parents, and pupils. In May, a musical program was presented, followed by parent conferences and an exhibition of academic work and domestic and industrial arts. A Christmas program was presented in December by the children of all the educable classes, being the first time the primary groups have participated in a public performance. The usual graduation exercises took place in June, when seventeen diplomas, six Red Cross Home Nursing certificates, and prizes for citizenship, scholarship, industrial and domestic arts, and athletic achievement were awarded. The Girls Junior High School Center held its Coffee Hour and Open House during National Education Week, when each of the classrooms demonstrated academic and homemaking activities. The girls of this class have profited from practical experience by having the opportunity of preparing and serving luncheon and refreshments on social occasions to visitors to our classes and to other groups.

The Boys and Girls Junior High School Centers were visited by teachers from Sturbridge, Massachusetts, who came to Malden to learn about our organization and teaching procedures at this level. Dr. Karl Schneider, Director of Public Health in Cologne, Germany, was another visitor. He was especially interested in the program for the trainable child, and after a conference with the Director concerning special education in our schools in general, made a visit to the Stadium class where he was impressed by the activities possible with this type of child.

PHYSICALLY-HANDICAPPED CHILDREN —

Mrs. Dorothy E. Dennis, Director

The annual census of physically-handicapped children of school age, public and parochial, who are attending school, receiving home instruction, attending special schools, or hospitalized totaled 724.

Education for physically-handicapped children includes home-teaching for those unable to attend school; classroom adjustment for those handicapped but able to attend school, institutional placement, lipreading and auditory training for the deaf and hard-of-hearing, Braille instruction for the blind, and speech therapy for those with defective speech.

Children receiving home instruction numbered sixty-one for the year. These children were instructed by three full-time and twelve part-time instructors. The department is still short one full-time home teacher, the lack of which hampers the efficiency of the service.

Lipreading and auditory training have been given to twenty-five hard-of-hearing children and adults in day and evening schools. It is gratifying to note that one Malden graduate who was instructed in lipreading during her entire school career is now an honor student at Radcliffe College.

The Blind Center at the Emerson School which is locally administered but state-financed numbered five this year, which seems to be an ideal number for maximum progress. Our first legally-blind student entered junior high school in the regular curriculum this year and was on the credit list for scholarship during the first quarter. Such excellent adjustment is the culmination of the very fine training during her elementary schooling at the Blind Center.

During the year, two students, one in Grade Four and one in Grade Six, received home instruction, augmented by the home-to-school telephone system. The fourth-grade student has never attended in a regular classroom, and the sixth-grade pupil was temporarily ill. In both cases the home-to-school telephone was an unqualified success. This service is financed partly by the State of Massachusetts and partly by the Malden Rotary Club.

The department is grateful also to the Malden Kiwanis Club, the Malden Lions Club, and the Italian-American War Veterans for their continued help and interest.

GUIDANCE DEPARTMENT — — — — Dr. Helene Moore, Director

Education at all levels must have as its chief aim the encouragement and development in each individual pupil of his greatest potential — personal and social competence. The guidance program is a service, essential in every well-regulated classroom and school, designed to discover individual needs of children and help provide for them. It gives systematic aid to pupils in making adjustments to the various types of problems which they must meet: vocational, educational, health, moral, civic, and personal.

The work of this department does not lend itself to statistics. The work is highly personal with some problems settled quickly while some demand continuous attention and research.

On the elementary level in Malden, guidance remains largely the responsibility of the principals and teachers who deal directly with the children, helping them work to their capacity through intelligent understanding of their abilities and needs. Guidance and teaching are so closely

interwoven that guidance is related to every aspect of school experience. A cumulative-record card which contains scholastic records, test information, and other pertinent data starts in the First Grade and continues through Grade 12.

The promotion of a child from Grade 6 to the junior high school marks such a transition that a continuity of information of a more general nature is conserved by means of an anecdotal record. Chronic attendance records, general data relative to the physical aspects of the child as well as other information helpful to the child, are well-known to the teachers of the elementary school and thus become available to the next grade-level. Junior-high counselors also meet with Grade 6 pupils prior to their graduation to help make an easier transition from one type of school to another.

Guidance in the junior high schools is primarily a pupil-personnel program in which every pupil is given assistance in discovering and appraising his own capabilities and interests and helped to make choices.

Formal guidance begins here with a full-time trained counselor in each school. Group-guidance classes are given an introduction to individual interests and aptitudes through the use of the Kuder Interest Inventory. Outside tours to local industries, career conferences aided by outstanding consultants, tape recordings, and moving pictures are aimed at helping 8th and 9th-graders discover different occupational fields and skills and requirements needed. Courses are tentatively chosen with many individual conferences held with pupils and parents.

Guidance is one of the major emphases in the High School today with the emphasis on counseling and imparting information, with the added service of placement. The Dean of Girls and the full-time Counselor for Boys hold many group conferences dealing with vocational and educational objectives. The services of Boston University for educational and vocational testing were again made available to the junior class, and individual conferences with both pupils and parents form a major part of the High School program.

An outstanding event was a Career Day held on April 15 in co-operation with the Malden Chamber of Commerce and assisted by Mr. Roland Darling of Northeastern University, at which time 118 conferences were set up and pupils in both the High and Vocational High Schools had the opportunity of attending four. Experts in the professional, industrial, and business areas were most generous in donating their time and leadership. Members of local industries and a few Boston schools set up 25 exhibits in the Marshall Gymnasium, all of which fur-

nished much interest and information. The outstanding part of the program was the Assembly at which the Headmaster introduced the Mayor, the Chairman of the School Committee, and the President of the Chamber of Commerce, all of whom brought greetings. Mr. John A. Volpe, a graduate of the High School, gave a most-inspiring address.

This year three vocational group conferences have been held each month, in cooperation with Northeastern University, each led by experts in their fields.

Placement in industries and business is an integral part of the program, as well as intelligent guidance and help in college and school selection, together with scholarship information and assistance. Work placements are still at a peak for clerical workers, and at Christmas time over 600 were working on a part time basis. In addition, over 50 girls under the auspices of the Dean of Girls participated in the United Community Services, Volunteer Service project, of Metropolitan Boston, during the summer of 1958 and during the school year.

Through the Central Evening School the Director works with veterans and other adults who failed to secure high-school diplomas or who lack basic credits for nursing schools or colleges. Ten accredited academic high-school units are offered in this program, and it is closely coordinated with the High School and the State Department of Education.

The Director and every counselor are always available for conferences, and work closely with all special departments of the school program, with the Department of Child Guardianship, and with many social and community agencies.

DEPARTMENT OF TESTING — — — — Arline J. Walton, Director

When the Department of Testing was established in 1952, there were 7,699 pupils enrolled in the Malden Public Schools, while in 1958 there was a maximum of 9,326, an increase of 1,627 pupils for whom test records are required and are available.

Much has been written in other reports about Department aims and objectives, so that for this year the actual working factors involved will be included.

General Program

For these tests the Director ordered all supplies and distributed them with appropriate directions and follow-ups.

Grade 1 — Intelligence tests were given to 828 pupils with orientation meetings held with the 26 teachers. Duplicate class lists are filed in this office with summaries and numerous re-tests done by the Director. For 1958 this was done twice, since the 1957 and 1958 Grade 1 classes were done in February and December respectively of 1958.

Grade 3 — An intelligence test and an achievement battery of four tests were given to 1,463 pupils. This involved holding four orientation meetings with the 27 teachers involved. Summaries and records of individual tests were made through this office.

Grade 6 — An intelligence test and an achievement battery of four tests were given to 1,576 pupils. This involved holding four orientation meetings with the 26 teachers involved. At this level the tests are machine-scored so 3,953 tests were corrected in this office. Summaries, recommendations, and reports were made for all.

Grade 8 — An intelligence test and an achievement battery of four tests were given to 1,172 pupils. Machine-scoring involved processing 2,936 answer sheets with appropriate conversions. The intelligence test is given in each school by the Testing Director, while achievement tests are given by subject-teachers and for which orientation meetings are held at each school with the 19 teachers involved.

A rather comprehensive analysis and report on these tests are made at individual building meetings.

Through the Guidance Department all pupils take the Kuder Interest Inventory, and one school gives a primary mental-abilities test in addition.

Grade 9 — The Director administered a mechanical-aptitude test to all Grade 9 boys. This involved correcting and converting over 300 tests, with master lists of results, percentiles, and ratings furnished each school and the Head of the Vocational High School.

Grade 10 — With the cooperation of the High School, the Director administered an intelligence test to 700 sophomores and 35 in other classes. This involved correcting, figuring ages, and converting all results which were recorded on master lists to be returned to the school.

All Grade 10 pupils took a diagnostic reading test for which the Director held a meeting for directions with the 10 teachers involved, corrected, and analyzed the 700 tests, and returned master lists to each teacher at a follow-up meeting.

This test was given at the request of one teacher three years ago but in 1958 all sophomore English teachers volunteered to take part.

Grade 11 — Seventy college-preparatory girls were given the American Council on Education test and 35 seniors were given a re-test. The Director administered, corrected, and converted the results.

Plans, at the request of the school, call for giving this test to all college and scientific-course boys, and girls, in 1959.

In addition to the preceding-named groups tested, large numbers of pupils in other grades for whom, for one reason or another, there is a lack of sufficient test data, have been tested where necessary by the Director.

Individual Testing

Eighty-four individual Stanford-Binet Tests and 10 Weschler Tests were given by the Director. This is a time-consuming process since these tests take at least an hour to give and an hour to score and report, not counting the conferences involved in gathering background material.

Other pupils received batteries of tests selected with their individual problems in mind.

Much is written about the importance of "public relations", a term which might be used here to explain the scope of the activities of the Director which have been undertaken in the professional field to strengthen the services and work of the Department in Malden.

Many conferences have been held with those concerned with the Major Work Classes and particular records kept for those pupils now in the program. The Parents' Organization is most desirous of having constructive meetings so the Director was only too glad to aid in the securing of several speakers.

In connection with work with the gifted, talks were given at Wellesley, Amherst, and twice at Lexington on what Malden is doing. In addition, the Director represented the system at monthly meetings on the Gifted held under the auspices of the New England School Development Council.

There are areas in which this program could be expanded, one of which is to identify pupils with special abilities. Sufficient data are at hand for preliminary screening; but it is hoped that such things as homogeneous grouping at the junior-high level will be developed and that more provisions will be made at that level and in the High School for the academically-talented, for whom more tests of certain abilities would be added. The problem of the clerical time involved is acute, a situation not entirely unique to Malden, but since slightly more than a minimal testing

program is operating, it seems advisable to expand it as much as possible and make the maximum use of the results already available.

The Director is always available for consultation with teachers and principals concerning the implications of testing and makes every effort to provide "informal" in-service training as well as to hold group meetings for all teachers new to the system and those new to a grade in which the actual program is concentrated. It is recommended that ten minutes be allotted to this subject in the Workshop held previous to the opening of school.

ELEMENTARY PHYSICAL EDUCATION — — David I. Walsh, Director

Physical education has great importance in the elementary grades. Boys and girls must play; their physical, mental, and social growth depends largely upon play. Elementary-school pupils need to have from four to five hours of large muscle activity each day. Full advantage must be taken of available school time to develop the skills, interests, and attitudes that will aid pupils to meet their need for active physical exercise.

The entire program of activities is directed toward achieving the desired learning situations, to develop skills, interests, and attitudes that will have a maximum of carry-over to leisure time.

The child grows into an adult slowly not only in physical stature and mental ability but also in interests and skills as well. He will learn most easily and enjoy best those activities for which he is ready in motor development, in strength, in endurance, and in interest. Wait until he is ready — do not wait too long. There is a time-limit within which the child learns certain skills best. This is true of some motor skills, such as ball throwing, swimming, and stunts involving courage.

The material must be meaningful to him; and it will be if he helps select it. It must contain certain familiar elements and should be in terms of past experiences, starting with known skills and progressing to new skills.

A game that follows the seasonal patterns of activities of older groups will appeal to the child; but he should not be hurried into the sports until his physical, mental, and social development reach the proper level.

Learning takes place best during activity. The active child is more susceptible to reaction than the inactive child. There must be opportunity to repeat and repeat the skill. Change the activity, but repeat the skill. Vary the game, but retain the character-building situation.

There must be satisfaction derived from the results. Success or failure will influence further trial; approval or disapproval will modify effort. The objectives must be in terms of the child's ability and the material within his comprehension in order that he may recognize progress and success in accomplishment.

Physical-education activities provide many opportunities for developing desirable character traits. The teacher must be an example and possess the traits he wishes to see develop in his class. The reactions and attitudes of a group in game situations will often reflect the attitude of adult leadership. It is not enough to lecture on good sportsmanship, teamwork, or cooperation. The thinking-through of moral situations to their conclusion daily and the practice in forming judgments on concrete life situations gives the pupil an ability to judge and meet situations alone later.

Developing good pupil leadership and followership is an important part of the physical-education program. Provision is made for opportunities for growth in these powers by use of teams or interest groups. Among the qualities which are considered desirable for worthy team-membership are the following:

- Honesty
- Dependability
- Alertness
- Courtesy and thoughtfulness
- Interest in all the teammates
- Knowledge of the rules of the game
- Fairness in making decisions
- Constructive helpfulness
- Ability to keep the activity running smoothly
- Good sportsmanship

Progress in the Elementary School Physical Education Program

1. A full year of physical-education activity was enjoyed by the pupils at the new Forestdale School. The youngsters adjusted easily from a limited classroom program of activities to a more comprehensive program.

It was disappointing to find that gymnasium facilities were not constructed at the new Daniels and Lincoln School additions.

2. The after-school program of basketball was expanded to include the Forestdale School gymnasium as well as the Linden gymnasium.

All sixth-graders were provided with opportunity to play basketball from January through April. Approximately 400 boys voluntarily took part in this daily activity.

3. The program of painting play-areas was continued. The Forestdale School yard as well as the Pierce School play-area was marked out and painted, thus allowing for greater safety, efficiency, and a wider scope of outdoor activities on these areas.

Recommendations

1. That an additional female instructor be appointed to the Elementary Physical Education Department. Expansion of the physical education program and the elimination of many of the duties of the classroom teacher could be brought about by providing a more adequate program of daily instruction. This can be realized if the Department is granted another competent physical education instructor.

2. That the Lincoln School yard to the rear of the junior high building be entirely covered with black top with suitable drainage, and that a small section of this yard be fenced off for a parking area thereby eliminating any vehicular traffic on the playing surface.

Note: This is the only school yard not surfaced with black top.

3. That the following school yards be fenced in with chain-link fence:

a. Emerson — Adams and Emerald Street sides at rear of the building.

b. Faulkner — A short section from end of grass area to the stone wall — south to north on Salem Street — Faulkner Street — east to west on entire side of building.

c. Glenwood — Fence at southeast end of play area.

d. Maplewood — Complete fencing by extending the Laurel Street side to the Fire Department property.

4. That a sum of \$300 be allotted for an additional instructor to carry on the after-school program of basketball at the Forestdale School. At present I am able to carry on this program two days a week at two gymnasiums.

INSTRUCTIONAL MATERIALS CENTER — Caro M. Grace, Coordinator

Instructional materials are basic tools of learning, and within their frame of reference — the curriculum — they can be utilized to strengthen and enrich the learning processes. Removed from context, so to speak, their educational value is negligible. They are a means to an end, that end being the realization of modern educational objectives. Bridging the hiatus between the potential known to be inherent in these materials **per-se**, and its realization in terms of the better-educated student, is the Instructional Materials Center whose principal function is that of providing such services as will tend to further this objective. The need for such a department is predicated upon the philosophy that if appropriate instructional materials are made available to properly-trained teachers at the time they are needed, then these materials will assume their proper role in the field of education to the reciprocal benefit of both teachers and pupils.

By comparative standards, the Instructional Materials Center is a new department, operative on a full-time basis only since September, 1958. Instituted to function as a service area, its scope is not circumscribed by subject-matter fields or levels of instruction. Nevertheless, wisdom would seem to dictate a policy of making haste slowly by offering, for the remaining portion of the school year, only such services as those which will provide a firm foundation in basic techniques and skills in the use of materials and equipment, and such services as exigencies dictate.

Therefore, aside from the usual and most necessary administrative functions of departmental organization, budget estimates, bulletins, and the preparation of reports and filing, ordering and evaluation forms, the principal services made available during the year 1958 have been resolved into the following component parts:

1. Teacher Training

- a. At the pre-school Workshop, new teachers were introduced to the facilities and services available to them at the Instructional Materials Center.
- b. All elementary and junior high school teaching personnel were given the opportunity for individual instruction in learning to operate any of the instructional-materials equipment in their

school. The following numbers voluntarily requested instruction on the equipment listed below:

| | |
|---------------------------|----|
| Opaque Projector | 75 |
| Filmstrip Projector | 74 |
| Tape Recorder | 70 |
| Film Projector | 90 |

Individual manuals were prepared for each type of machine, containing a drawing of the model, a list of pertinent terms and their definitions, the steps involved in the operation of the equipment, and suggestions for using it in the various subject-matter areas.

2. Selection and Maintenance of Equipment

- a. Overall plans were formulated for providing the individual schools with "minimal basic equipment," as recommended by the American Council on Education. Only three schools — the Linden, the Forestdale, and the Daniels, currently qualify as being minimally-equipped.
- b. Specifications were prepared for the standardization of equipment throughout the system. The purpose was threefold: to select the most suitable make of equipment available, to reduce maintenance costs, and to further efficiency in teacher-usage by eliminating the need for teachers transferred within the system learning to operate machines with which they are unfamiliar. At present, the opaque projector, the department-purchased television sets, and the classroom-projectors have been standardized.
- c. 16mm projectors received an annual inspection for replacement of minor parts, cleaning, and lubrication.

3. Selection, Circulation, and Maintenance of Instructional Materials

- a. Through the use of previews, 27 films and 166 filmstrips were selected to correlate with the courses of study.
- b. On the recommendation of the elementary teaching personnel and with the approval of the Director of Music, 78 records were selected for use at that level.
- c. Working models and exhibits were prepared and/or purchased for classroom use.

- d. Circulation of instructional materials increased during the last four months of the calendar year on the basis of a three-to-one ratio as compared with the nine previous months of the period when the department was not operating on a full-time basis.
- e. All instructional materials are inspected upon being returned to the Center. Green film is processed, inspected, and spliced to eight feet of leader before being threaded through any projector. Since damage to film footage through improper threading usually occurs during the first several feet of run-through, this allows sufficient leeway for breakage or sprocketing to occur on the inexpensive leader.

4. Establishment of Communication Techniques

- a. In order to acquaint the teaching personnel with the instructional materials available at the Center, a 57-page supplement to the basic catalogue was prepared. In it were listed all instructional materials purchased during the 1957-58 school year, followed by a detailed description, and a recommendation of the appropriate grade-level for their most effective use.
- b. At the junior high school level, a 32-page subject-area listing of instructional materials was prepared taking advantage of such free films as were available and suitable for use at this level.
- c. Correlations of instructional materials with the individual units of the Social Studies were prepared for the intermediate grades. Similar correlations at the primary level are in preparation.
- d. A program of free films for school assemblies was made available to elementary school principals for use throughout the year.
- e. Both teacher and pupil exhibits were arranged:
 - i. Original art work of the teaching personnel was displayed at the Center from September through December. The paintings of Mrs. Hayden of Lincoln Junior High, Mrs. Bascombe of Browne Junior High, and Mrs. Carney of the High School were exhibited.
 - ii. An exhibit of science equipment prepared by sixth-grade pupils in conjunction with the ETV course in Physical Science was displayed in the window of Davis Camera Shop.

In addition to such general services as (1) obtaining and distributing professional magazines for the teaching personnel at a reduced cost; (2) making available to the elementary teachers exhibit boxes from the

Children's Museum; (3) assembling book collections (how-to-do-it art books, collections of children's plays, etc.) to help the teacher in her work; (4) making available the newest, and most recent sample textbooks in all fields of study and at all levels of instruction; etc., and such specific services as speaking to PTA groups; serving as a resource speaker and instructional-materials consultant for the in-service training course in Science; working as a member of the state committee on ETV, etc., the Coordinator stands ready at any time to assist any principal, director, teacher, or committee in whatever capacity she may be of service.

CENTRAL EVENING SCHOOL — — — John J. Queally, Principal

During the year 1958, nearly nine hundred residents of Malden and surrounding communities registered for courses offered at the Central Evening School. To meet the different interests and needs of all of these people, the School offered a wide variety of courses.

For those adults whose high school education was interrupted, the Central Evening School, in co-operation with the Massachusetts Department of Education and the Head Master of the Malden High School, offered an academic program of fully-accredited high school subjects leading towards a state-equivalency certificate or a high school diploma. Under this program and with the helpful guidance of Dr. Helene Moore, Academic Supervisor of the Central Evening School, approximately seventy adults have earned high school diplomas or state-equivalency certificates while many others, who were already high school graduates, earned the extra credits they needed to enter colleges, technical schools, or schools of nursing. This year, over one hundred and twenty-five persons enrolled for one or more of these subjects. Two more subjects, biology and European history, were added this year to the academic curriculum of the Central Evening School, making a total of ten full-credit courses now being offered.

For those adults who were interested in business courses, the Central Evening School offered typewriting, stenography, business machines, bookkeeping, and elementary accounting. This year, a new course, Brief-hand, was offered in place of beginning shorthand. Briefhand is a more simplified method of taking dictation than a formal course in shorthand.

Various general courses were given such as public speaking, lip reading for persons with a hearing deficiency, conversational French, mechanical drawing and drafting, law for the layman, home nursing, and first aid.

For those adults who desired recreational or creative activities, the School provided courses in sewing, woodworking, and art.

In June of this year, Morton H. Wiggin, who had been the principal of the Central Evening School, retired. John J. Queally, a teacher at the Malden High School who taught both English and mathematics for eight years at the Central Evening School, was elected to succeed him.

ADULT CIVIC EDUCATION — — — Charles A. Rossiter, Director

The trend towards the immigration of the foreign born from higher educational strata continues into this year. The educational background and previous occupations of the newly-arrived aliens are of higher types than their predecessors of some years ago. Today the present law, with screening by the United States consular officials overseas, keeps at home the lowly laborers whose large numbers and whose willingness to undertake hard, undesirable tasks have helped our country to expand and develop in years gone by.

The influx of Japanese war brides who came home with their American soldier-husbands and who so eagerly studied for citizenship and for mastery of the English language has also slowed down to a trickle. Of more recent memory was the sudden avalanche of Hungarian "Freedom Fighters" who came by airlift to Camp Kilmer, New Jersey, and thence were welcomed into friendly homes hereabouts and started on the way to American citizenship. They are out of the headlines and public eye now although there still remain several years before they can take their oaths of allegiance to the United States. Several of them are currently residents of Malden.

This department has some unsubsidized instruction going on in some seven elementary and junior high schools. These students are under the legal age of eighteen for subsidized classes, but their instruction is imperative if they are to become assimilated into their schools and the community and get any value out of their remaining years in the schools of Malden. In many cases these children attend our classes days while their parents attend similar classes evenings, and it is not uncommon to hear that the children have helped their parents with their lessons in English.

Our departmental policy of keeping our textbooks and workbooks up to date still continues. On order this year is a tape recorder to assist our teachers in measuring the progress of their students from month to month. This device is coming into use in many of our neighboring cities, and it enables the student to hear his own voice and to correct his faults.

The present bus strike has hindered the arrival at school of some of our students from Wakefield and Melrose. We hope a speedy settlement is forthcoming.

December 1958

No. of pupils entering Senior High School from Junior High 619
 No. entering Class 10, Senior High School from other sources 83
 No. entering Class 10, Senior High School (total) 702
 Total No. in Senior High School in September 1776
 Average age of Class 10 in Senior High School in September, 15 yrs. 4 mo.

**Number of Pupils Entering High School
From Junior High School — June, 1958**

| | Graduated from Junior High June, 1958 | | Entered High School June, 1958 | | Total Graduated | Total Entered | Per cent Entering |
|---------------------|---|-----|--------------------------------------|-----|--------------------|------------------|----------------------|
| | B | G | B | G | | | |
| Beebe | 110 | 131 | 100 | 120 | 241 | 220 | 91.28 |
| Browne | 112 | 113 | 87 | 110 | 225 | 197 | 87.55 |
| Lincoln | 115 | 120 | 90 | 112 | 235 | 202 | 85.95 |
| Total | 337 | 364 | 277 | 342 | 701 | 619 | 88.30 |
| Other Schools | | | 18 | 17 | | 35 | |
| Repeating 10 | | | 26 | 11 | | 37 | |
| Parochial | | | 7 | 4 | | 11 | |
| Total | | | 328 | 374 | | 702 | |

Number of Pupils in Malden High School, December 1958

| Course | 10 | 11 | 12 | Total |
|----------------------|-----|-----|-----|-------|
| General | 331 | 347 | 247 | 925 |
| College | 185 | 107 | 96 | 388 |
| Scientific | 45 | 43 | 30 | 118 |
| Commercial | 115 | 91 | 80 | 286 |
| Post Graduates | ... | ... | ... | 5 |
| Totals | 676 | 588 | 453 | 1,722 |

**Number of Pupils Taking the Different Studies in
Malden High School, December 1958**

| Subject | 10 | | 11 | | 12 | | Total | | Grand Total |
|-------------------------------------|-----|-----|-----|-----|-----|-----|-------|-----|-------------|
| | B | G | B | G | B | G | B | G | |
| Accounting | ... | ... | ... | ... | 6 | 26 | 6 | 26 | 32 |
| Aeronautics | ... | ... | ... | ... | 20 | ... | 20 | ... | 20 |
| Algebra 1 | 60 | 6 | 38 | 3 | 8 | 4 | 106 | 13 | 119 |
| Algebra 2 | 13 | ... | 124 | 75 | 7 | 2 | 144 | 77 | 221 |
| Band | 16 | 27 | 18 | 27 | 5 | 8 | 39 | 62 | 101 |
| Biology | 48 | 48 | ... | 1 | 31 | 74 | 79 | 123 | 202 |
| Blue & Gold | ... | ... | 5 | 15 | 6 | 12 | 11 | 27 | 38 |
| Bookkeeping | 13 | 80 | 7 | 59 | 7 | 23 | 27 | 162 | 189 |
| Chemistry | ... | ... | 113 | 82 | 38 | 22 | 151 | 104 | 255 |
| Commercial Geography | 16 | 99 | ... | ... | ... | ... | 16 | 99 | 115 |
| Domestic Arts | ... | 88 | ... | 77 | ... | 32 | ... | 197 | 197 |
| Electricity & Mechanics | ... | ... | 28 | 1 | 7 | 5 | 35 | 6 | 41 |
| Elementary Music Theory | ... | ... | ... | 1 | 2 | 5 | 2 | 6 | 8 |
| English | 315 | 361 | 308 | 328 | 218 | 255 | 841 | 944 | 1785 |
| Freehand Drawing | 8 | 21 | 8 | 20 | 4 | 10 | 20 | 51 | 71 |
| French | 52 | 76 | 58 | 76 | 38 | 53 | 148 | 205 | 353 |
| General Business Practice | ... | ... | 17 | 36 | 8 | 8 | 25 | 44 | 69 |
| General Mathematics | 80 | 46 | 17 | 6 | 8 | ... | 105 | 52 | 157 |
| German | 55 | 14 | 54 | 34 | 48 | 24 | 157 | 72 | 229 |
| Health | 1 | 1 | 31 | 94 | 14 | 26 | 46 | 121 | 167 |
| History (Anc., & Med.) | 180 | 147 | 3 | 3 | 1 | ... | 184 | 150 | 334 |
| History (Mod. Eur.) | 2 | 1 | 208 | 165 | 23 | 19 | 233 | 185 | 418 |
| History (United States) | ... | ... | 50 | 85 | 153 | 169 | 203 | 254 | 457 |
| Latin | 98 | 114 | 31 | 64 | 14 | 41 | 143 | 219 | 362 |
| Law & Economics | ... | ... | ... | ... | 15 | 31 | 15 | 31 | 46 |
| Maldonian | ... | 4 | 10 | 18 | 12 | 24 | 22 | 46 | 68 |
| Manual Training | 50 | ... | 31 | ... | 12 | ... | 93 | ... | 93 |
| Mechanical Drawing | 31 | ... | 15 | ... | 9 | ... | 55 | ... | 55 |
| Meteorology | 3 | ... | 48 | 1 | 27 | 3 | 78 | 4 | 82 |
| Music Appreciation | ... | ... | 8 | 14 | 20 | 17 | 28 | 31 | 59 |
| Office Practice | ... | ... | ... | ... | 1 | 111 | 1 | 111 | 112 |
| Orchestra | 1 | 2 | 4 | 5 | 8 | 6 | 13 | 13 | 26 |
| Physical Education | 311 | 354 | 205 | 184 | 139 | 190 | 655 | 728 | 1383 |
| Physics | ... | ... | ... | ... | 88 | 19 | 88 | 19 | 107 |
| Plane Geometry | 62 | 62 | 26 | 8 | 79 | 58 | 167 | 128 | 295 |
| Printing | 19 | ... | 8 | ... | 1 | ... | 28 | ... | 28 |
| Radio | ... | ... | 1 | ... | 13 | ... | 14 | ... | 14 |
| Review Mathematics | ... | ... | ... | ... | 42 | 8 | 42 | 8 | 50 |
| Science (Intermediate) | 94 | 18 | 10 | 7 | 10 | 3 | 114 | 28 | 142 |
| Solid Geometry | ... | ... | ... | ... | 48 | 2 | 48 | 2 | 50 |
| Stenography | 20 | 220 | 9 | 174 | 1 | 117 | 30 | 511 | 541 |
| Trigonometry | ... | ... | ... | ... | 48 | 2 | 48 | 2 | 50 |
| Typewriting | 20 | 220 | 9 | 174 | 1 | 117 | 30 | 511 | 541 |
| Typewriting A | ... | ... | 5 | 22 | ... | 2 | 5 | 24 | 29 |
| Typewriting B | ... | ... | ... | ... | 3 | 25 | 3 | 25 | 28 |

MEMBERSHIP IN ALL PUBLIC SCHOOLS
October 1, 1958

SCHOOL COMMITTEE

38

| AGES | GRADES | TOTAL | | | | | | | | | |
|----------------|--------|-------|------|------|------|------|------|------|------|------|------|
| | | I | II | III | IV | V | VI | VII | VIII | IX | X |
| 4 | | 180 | | | | | | | | | |
| 5 | | 602 | 145 | | | | | | | | |
| 6 | | | | | | | | | | | |
| 7 | | 41 | 526 | 156 | | | | | | | |
| 8 | | | 3 | 70 | 533 | 158 | | | | | |
| 9 | | | | 5 | 76 | 423 | 195 | 1 | | | |
| 10 | | | | | 8 | 87 | 469 | 174 | | | |
| 11 | | | | | 1 | 16 | 78 | 501 | 250 | | |
| 12 | | | | | | 1 | 23 | 72 | 425 | 189 | |
| 13 | | | | | | | 2 | 24 | 99 | 289 | 2 |
| 14 | | | | | | | 1 | 3 | 28 | 72 | 337 |
| 15 | | | | | | | | 3 | 52 | 120 | 418 |
| 16 | | | | | | | | | 4 | 27 | 114 |
| 17 | | | | | | | | | | 3 | 35 |
| 18 | | | | | | | | | | | 4 |
| 19 | | | | | | | | | | | 17 |
| 20 | | | | | | | | | | | 1 |
| 21 | | | | | | | | | | | 1 |
| Total—1957 | | 826 | 746 | 774 | 685 | 768 | 778 | 808 | 586 | 652 | 768 |
| No. Underage | | 787 | 775 | 687 | 772 | 783 | 798 | 595 | 587 | 776 | 754 |
| No. Normal Age | | 180 | 145 | 156 | 158 | 195 | 175 | 251 | 189 | 165 | 195 |
| No. Overage | | 602 | 526 | 533 | 423 | 469 | 501 | 425 | 289 | 337 | 418 |
| % Underage | | 44 | 75 | 85 | 104 | 104 | 102 | 132 | 108 | 150 | 155 |
| % Normal Age | | 21.8 | 19.4 | 20.2 | 23.1 | 22.5 | 31.1 | 32.1 | 25.3 | 32.0 | 25.4 |
| % Overage | | 72.9 | 70.5 | 68.8 | 61.7 | 61.1 | 64.4 | 52.6 | 49.3 | 51.7 | 54.4 |
| Total | | 10.1 | 11.0 | 15.2 | 13.5 | 13.1 | 16.3 | 18.4 | 23.0 | 20.2 | 17.0 |
| No. Underage | | | | | | | | | | | |
| No. Normal Age | | | | | | | | | | | |
| No. Overage | | | | | | | | | | | |
| % Underage | | | | | | | | | | | |
| % Normal Age | | | | | | | | | | | |
| % Overage | | | | | | | | | | | |

Kinderergarten
Centres
Junior High
Centres
Home
Students

Ages I II III IV V VI VII VIII IX X XI P.G.

| | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | P.G. |
|----------------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|
| Total | 141 | 490 | 670 | 757 | 727 | 714 | 754 | 867 | 728 | 748 | 747 | 14.7 |
| No. Underage | 2 | 4 | 4 | 4 | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 0.6 |
| No. Normal Age | 10 | 12 | 12 | 20 | 17 | 17 | 13 | 6 | 1 | 0.0 | 0.0 | 0.0 |
| No. Overage | 12 | 12 | 20 | 1 | 4 | 2 | 2 | 17 | 2 | 0.0 | 0.0 | 0.0 |
| % Underage | 59.6 | 65.3 | 79.1 | 56.6 | 40.0 | 50.0 | 53.8 | 31.6 | 0.0 | 0.0 | 0.0 | 0.0 |
| % Normal Age | 30.4 | 24.6 | 20.8 | 59.4 | 60.0 | 49.0 | 46.2 | 60.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| % Overage | 11.0 | 11.0 | 13.3 | 20.2 | 20.0 | 20.0 | 17.0 | 12.2 | 0.0 | 0.0 | 0.0 | 0.0 |

379.744
M29
1959

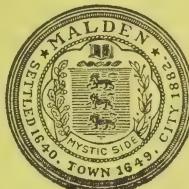
ANNUAL REPORT FOR 1959

of the

SCHOOL COMMITTEE

and the

SUPERINTENDENT OF SCHOOLS



Malden, Massachusetts

December 31, 1959

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ANNUAL REPORT FOR 1959

of the

SCHOOL COMMITTEE

and the

SUPERINTENDENT OF SCHOOLS



Malden, Massachusetts

December 31, 1959

M129

Report of the School Committee

To His Honor, the Mayor, and Members of the City Council:

It is my pleasure, on behalf of the School Committee of Malden, to submit a report for the year 1959.

I do not intend to go into detail, as the Superintendent of Schools will do that in his very-thorough recapitulation of the year, progress notes, and recommendations for the future.

After many meetings with the salary committees of both the Malden Teachers Association and the Malden Teachers Union, it was the last of January before we voted a new salary schedule for the teachers.

As the new state minimum for beginning teachers was raised to \$3,600.00, we followed custom by raising the minimum salary in Malden to \$3,800.00 and the maximum to \$6,000.00. The total budget voted was \$2,894,296.00 of which \$2,654,503.00 was for personal services.

In April we met with representatives of surrounding school committees to continue our study of a regional vocational high school. With field work now being done by officials of the State Department of Education, I feel we have made important strides in the right direction, although progress is necessarily slow.

In August, we again met with the City Council to discuss the Drummeay Report. The results of these meetings were merely an amplification of what we, as a committee, had previously, and on many occasions, recommended to the City Government.

Again in the fall we commenced budget discussion for the year 1960. After numerous meetings I trust our decisions were satisfying to most all concerned. The new salary schedule of \$4100.00 to \$6300.00, beginning in September, 1960, is more realistic. However, what I believe to be a major accomplishment was achieved when all teachers were placed on their proper steps on the schedules as of January 1st and to maintain a fiscal year for salaries from September to June.

To my fellow-members of the School Committee, Dr. Chester W. Holmes, our Superintendent of Schools, and all those associated with the educational system of the City of Malden, I extend my sincere thanks and appreciation.

Respectfully submitted,

BRUCE E. BROWN,
Chairman of the School Committee

December 31, 1959

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the School Committee of Malden:

I submit herewith my Fourteenth Report as Superintendent of Schools and the ninety-third in the series of annual reports by Superintendents of Schools in Malden.

As in previous years there were problems to confront the School Committee as well as the instructional staff. These will be discussed farther in the Report.

One more teacher retired in 1959 than in 1958. The retirements were as follows:

Miss Helen H. Briggs, 33 years in the system, teacher of Commercial subjects in the High School.

Miss Marguerite Clarke, 38 years in the system, teacher of Social Studies in the Browne Junior High School.

Miss Edith R. Jewett, 41 years in the system, teacher of Grade 2 in the Glenwood School.

Miss Martha F. Leonard, 39 years in the system, Guidance Counselor in the Browne Junior High School.

Miss Ruth A. McKenney, 29 years in the system, Head of the Modern Foreign Language Department in the High School.

Miss Edith A. Silver, 40 years in the system, teacher of Grade 1 in the Faulkner School.

It is very doubtful that the citizens of Malden are aware of the contributions of those teachers through their many years of devoted service to the education of the children of the city. They deserve the plaudits of the citizens of the city for their faithful, devoted service.

The school system was saddened by the death of Mrs. Harriet E. G. Robinson, a teacher for 16 years in the Leonard School. Her influence over her pupils was very fine; and her passing a distinct loss to the school system.

At the close of the April recess, the seven-room wing of the Daniels School was opened for use; and its dedication took place in November. The wing contains a kindergarten, six regular classrooms, an office for the Principal, a general office, a health room, and a cafeteria-auditorium known as a multipurpose room. The opening of this wing enabled us to remove classes which had for years been held in the basement of the main building.

If a school system is to keep abreast of the educational times it must continually review its courses of study and keep them up to date. At the close of the year, three courses were undergoing such review: English for the junior high schools; Health Education for the elementary schools; and Elementary Science. During the 1958-59 school-year all elementary teachers were required to attend a series of lectures offered by Dr. John Read of Boston University School of Education to learn of the new developments in the field of Elementary Science. It is expected that the revisions of these three courses will be completed by the close of schools in June, 1960, and be available with the reopening of schools in September for use in their respective fields.

As usual the question of salary increases loomed large in the fall of the year when the preparation of the Budget for 1960 was begun. Salary committees from both the Teachers Association and the Teachers Union presented data to the School Committee to assist it in reaching a fair decision as to the amount of the increases. The Committee finally adopted a Budget which included in its allocation of funds to Instruction, sums which set the minimum at \$4100 and the maximum at \$6300 for teachers possessing the bachelor's degree but having had no teaching experience. The previous minimum was \$3800; but a state law, to be effective beginning September 1, 1960, raises the minimum to \$4,000, so that our new minimum will be \$100 above the state minimum. For those having master's degrees or higher qualifications, the usual differential in salaries was continued.

Each school now has at least one TV set and most of the schools are following the educational programs presented by station WGBH—Channel 2. There was a delay on the part of the station in getting onto the screen the widely-projected program in English for the high schools. It is to be expected that any programs in the educational field will meet with difficulties occasionally; but in general, the TV programs are exciting considerable interest among the pupils.

Our schools received the first allotment of funds under Public Law 864; this is known as The National Defense Education Act of 1958, and it provides for Federal aid in the fields of Testing and Guidance, and in the teaching of Foreign Languages, Mathematics, and Science. Over \$9,000 has been paid to the City Treasurer as the Federal Government's share of the provisions of this Law as it applies to our schools.

Public Law 874, which provides for Federal funds for communities whose citizens work in certain designated Federal installations, al-

lowed us to receive a sum in 1959 slightly in excess of \$60,000. This sum is to be administered solely by the School Committee and is not subject to re-appropriation or to approval for its use by any city agency.

The school enrolment still continues to climb. The High School for the second consecutive year had an enrolment in the 1770's. The junior high schools continued to gain as well as the elementary schools. Taking care of these increased enrolments each year is becoming a serious problem. As yet the sixth grade which ought to be housed in the Glenwood School is still held at the Beebe Junior High School along with a special class for the mentally-handicapped that should be in the Glenwood School. The Faulkner School is bulging at the seams; but as yet there is apparently little interest on the part of the city government in recognizing the School Committee's urgent plea for a replacement of that building and of the Pierce School in one structure. All three junior high schools are at their optimum capacities; and it was necessary to construct an extra classroom out of a little-used Industrial Arts Shop on the fourth floor of the High School to take care of a class in the Vocational High School because of the need of the academic High School for additional classrooms which it can get only by withdrawing their use by the Vocational High School.

Considerable publicity was given during the year to a plan of urban renewal for the so-called Suffolk Square area. This area, for the scope of the project, includes both the Daniels School and the Lincoln Junior High School. Consideration has been given by the City Planner to the possibility of transferring all pupils from the present Daniels School to the present group of buildings constituting the Lincoln Junior High School, thereby converting the latter into a complete elementary school and moving the junior high school out of the present Lincoln buildings into a new junior high school to be constructed on the site of the present Daniels School. Much work has to be done to develop more-comprehensive and specific plans for such a project; but undoubtedly the year 1960 will see a serious effort made to put those plans into being.

As a correlative of the foregoing, a survey report was filed with the School Committee by Colonel William W. Drumme, who had been employed by the City Council to make a survey of the Structural Condition of Seven of our Elementary Schools—the Belmont, Daniels, Faulkner, Glenwood, Maplewood, Leonard, and Pierce Schools, and the Browne Junior High School. The question which Colonel Drumme really was asked to answer was this: "What will you have from the standpoint of a modern school after you have paid your money for

their rehabilitation?" His answer was, "We think the answer is still 'An educationally-poor but safe and comfortable, obsolete building' ". The City Council and the School Committee met jointly on August 3, to discuss not only the Report of Colonel Drummeay but also a summary of Colonel Drummeay's Recommendations from an Educational Point of View by the Superintendent of Schools. Apparently little or nothing will be done at least in the next year or two to implement any of Colonel Drummeay's suggestions, other than to provide for these buildings increased fire-safety installations. The replacement of our Faulkner and Pierce Schools is by all odds the most-important need at present; but close on its heels is the need for an addition to the Glenwood School.

The Vocational High School has long since outgrown its meager and generally-unsatisfactory quarters in the high-school building. The School Committee in the fall of 1958, held a dinner-meeting with representatives from seven other nearby communities to discuss the feasibility of the construction of a regional vocational high school. A second meeting with representatives of these communities was held in the spring of 1959, with two representatives from the Division of Vocational Education of the State Department of Education present. Those representatives are now engaged in a three-point development of the ideas presented at that meeting:

1. The selection of a suitable site for the erection of such a building.
2. The development of the trades to be offered to both boys and girls in such a school; and
3. The probable cost of the erection of such a school.

The spring of 1960 should see at least a progress report from these two representatives. The matter is of vital importance to us here in Malden, and we hope for the strong support of these other communities to be added to ours to secure the erection of such a school.

The Superintendent of Schools again expresses to the School Committee his appreciation of its patience and earnest efforts to make our school system the best possible with the funds with which we have to work; and he is most-appreciative of the loyalty and hard work which the professional staff at all levels devotes to its duties.

Much goes on during a school-year or a calendar year in our public schools, and I append reports from those charged with the operation of the many fields of education in which we engage.

Respectfully submitted,

CHESTER W. HOLMES,

Superintendent of Schools

December 31, 1959

THE HIGH SCHOOL — — — — John B. Matthews, Head Master

In June we graduated a class of 445. In September, 1959, we received an entering class of 523 from our three junior high schools, plus 47 who came to us from other schools. As of October, 1959, our total enrollment was 1773. As of the present time we are indeed crowded, having no place where we can hold classes for special instruction or a place where we are able to hold meetings of small-classroom-size groups. This condition handicaps us in our desire to help our students.

The college seniors qualified were received in colleges reaching from Maine to Florida and from Massachusetts to the West Coast. The problem in this respect is the desire of our students to attend colleges in this immediate area. The colleges also complicate this situation by wishing to have a wide geographic distribution of students regardless, sometimes, of the students' qualifications.

Those students in our Commercial course had no difficulty securing positions. In fact we had difficulty satisfying the demands for our girls. Many General course students with college subjects were accepted at institutions of higher learning.

During the year we had a tremendous turnover in teaching personnel. We lost by retirement Miss McKenney, the Head of our Modern Language department and Miss Briggs, a teacher in our Commercial department. Mr. Fraser left us to work in another school department at a much-higher salary. These three teachers leaving us was a distinct loss to our school. Mr. Lenkiewicz resigned during the summer, and we had great difficulty securing any one for work in that field—Meteorology. In that particular respect, it is not necessary to review that unfortunate situation. At the moment Mr. Carroll is doing that work; and as far as I am able to discern, the work is progressing satisfactorily. The replacements for the other teachers are doing a satisfactory job. Because of the increased numbers, we added two teachers, one in English and one in History. These new teachers are working out well.

We regretted very much the elimination of the TV course in the Humanities, but in our History department we are engaged in a program on foreign affairs. In the field of Mathematics in the senior year, Miss Watkins is conducting an experimental class in Advanced Math which is proving interesting as well as challenging for our better students. In spite of all our difficulties we are trying to maintain our high academic standards. That we in part have been successful was demonstrated by our excellent showing in the National Merit Scholar-

ship program. We also have added a counselor to our staff by the transfer of Miss Barbara Norton from the Lincoln Junior High School. Already she has demonstrated her worth to our school.

Our school publications have again earned top honors, our musical organizations have been excellent, and our athletic program has been very successful in every respect. I feel sure that all connected with these activities realize that the main work of the school is in the classroom but under no conditions should we minimize the contributions these other activities make to our school life.

For the most part I feel certain that the spirit of our school is indeed very good. This is due no doubt to the fine spirit that exists between teacher and student. We have been free from major disturbances that I read about as having occurred in other schools. This I believe is due in large part to the preponderance of fine boys and girls attending our high school. As I have said so many times to our student body, "This is indeed a different school."

MALDEN VOCATIONAL HIGH SCHOOL - James A. Booth, Director

The past year has been one of great activity in the shops and the classrooms involving outstanding productive jobs and curricula revision.

Algebra, trigonometry, and physics are taught to those who desire it and are capable of fair success. Those not so inclined must take basic science and advanced arithmetic. These subjects are in addition to the trade technology; and it is our belief that the students are prepared for further technical instruction upon graduation if they so desire. If the learning is not so utilized, it can not help but make the student better foremanship material.

The Auto Related classroom was changed to Room 108 from Room 215, and the Machine Related classroom moved from Room 108 to Room 406 to accommodate expansion in the High School. However, no expansion has been made in the Vocational High School due to the limited space available.

Auto Department

Two boys in the Auto department represented the school in the annual "Plymouth Trouble-Shooting Contest" and performed creditably.

In September, the Auto department added to its equipment an oscilloscope which is the newest and most-accurate method of testing ignition systems.

Electrical Department

The past year has witnessed the return, in December, of the electrical-related group to the classroom in the basement next to the Electrical Shop. Advantages to be gained from this proximity are ease of obtaining demonstration material and examining actual job situations, a greater awareness of the close relationship (and, therefore, better correlation) between theory and practice, and an easing of the problem of control when one of the two teachers is absent. Items on the other side of the ledger include extremely-unsatisfactory desks and chairs for pupils, inadequate ventilation, a floor which is hard on the feet, and no natural light. The previous problem of insufficient heating facilities seems to have been overcome.

A large portion of the second semester of the 1959-1960 school-year will be spent by the juniors and seniors in mounting, wiring, and testing the generators, motors, and transformers in the related room. This work will be handled by each group on alternate related weeks. Such activities are probably more valuable than laboratory work by itself.

With the extra space gained, it is hoped that by the fall of 1960, a start can be made toward the establishment of a course in industrial electronics. This course would not include communication electronics (radio and television) but would be oriented toward an understanding of the theory, construction, and maintenance of electronic-control equipment as employed by industry.

1959 was the most-productive year in the history of the Electrical Shop. The sophomore group as usual devoted their time to learning the various wiring methods and executing them as exercise jobs on the wiring boards and benches.

The junior-senior group started, according to an established plan, on live productive jobs.

Some of the outstanding jobs of the year are as follows:

A 230-volt, 400 Amp., 3-phase, 4-wire feeder from the main meter-room in the new building to the basement corridor of the old building. The job was done with 300 ft. of Busduct and fittings and would have contracted upward of \$10,000.

New lighting was installed in the Auto, Machine, and Sheet Metal related rooms (Value \$955.00).

A Program Clock was installed and lines to all our rooms and shops were put in. (Value \$955.00)

A 100 Amp circuit-breaker distribution panel was installed in the Sheet Metal Shop. (Value \$413.00)

New lighting was installed in the Vocational High School office. (Value \$110.00)

New lighting was installed in the Sheet Metal Shop using a new industrial medium. (Value \$841.00)

In addition to these outstanding jobs, we installed several new electrical services in the homes of students and teachers. We conducted a full electrical-maintenance program for our school and made many new installations and many lesser electrical-repair jobs.

Machine Department

The Machine Shop made a few changes in equipment. A 12" heavy-duty Hendey Shaper was received from the Watertown Arsenal, and a Wells Band Saw was added for rapid cutting of metals.

There were several jobs done which were different from the normal trend of work. One was making special clamps for use at the work shop in Cambridge operated by the Division of the Blind. Another was making parts for an electronic coil-winding machine.

Sheet Metal Department

The Sheet Metal Shop installed and put into operation a new water-cooled, air-pressure spot welder.

Two fireproof storage units were built and located in waste space; preliminary work for ventilation of fourth-floor classrooms has been completed; and we are waiting for delivery of exhaust fans to be installed and wired by the students. The heating system of the City Planner's office was also corrected to heat better the lower area of the rooms. Ambulators for the visual aids were made and distributed as well as ambulators for those who are incapacitated by reason of illness or physical impairment.

With the acquisition of bench plates, Vernier gauges, Micrometer Height gauges, scales, and squares, we have revised our Sheet Metal

course so that Precision Sheet Metal Layout and Fabrication is included in the three-year course.

Job placement of our boys was very successful. All those who graduated and were in need of jobs were placed in the industry for which they were trained.

A Key Club sponsored by the local Kiwanis Club is functioning very well.

Although our day school is limited in space resulting in over-crowded conditions, the students and faculty have demonstrated an exemplary attitude of doing the best under existing conditions, even to the point of pitching in and utilizing waste space by the necessary physical changes of building.

The State Department of Education has been busily engaged in making a most-comprehensive survey of the surrounding communities for an envisioned Regional Vocational High School.

The Evening School has made available instruction for over 150 practical nurses in preparation for State licensure, in connection with which we have received many favorable comments and letters of appreciation.

A short unit course in retail selling and salesmanship has been satisfactorily conducted with girls from the High School for pre-Christmas employment. Acceptance of these students by commercial establishments has been enthusiastic.

Other evening classes of note are: Electrical Code and Theory; Sheet Metal Drafting, including precision layout; Machine Shop and Machine Drafting; and Automotive technology.

ART EDUCATION — — — — — M. Adelia Johnson, Director

Our school-art program aims to provide students with experiences that strengthen intellectual powers, afford emotional satisfaction, develop esthetic appreciation, and sharpen perceptual insight. It challenges the intellectually-gifted child to use his powers to the fullest, and art activities in the classroom offer emotional satisfaction to him. Some of these art activities by students, under the direction of our capable art instructors, included posters to the United Fund campaign, which were displayed locally; to the Humane Society for the Prevention of Cruelty to Animals; to the Malden Young Women's Christian Association membership drive; to the Massachusetts Safety Council;

and many illustrations to the highly successful elementary workshop by our Reading Director. Also the Major Work Class (Grade Six) designed and executed many posters depicting "Hansel and Gretel" sponsored by the parents of this group. For the Junior Red Cross, many holiday favors and decorated nutcups were made by the junior-high-school division.

During our annual Art Week observance, special attention was given to appropriate window displays in schools that have them; also an exhibit of students' work was hung in the foyer of our Malden Public Library. Classroom exhibits, suitable talks, visual aids, and an Open House for parents and friends completed the programs for the junior high and the senior high schools. Special commendation was given to the Beebe Junior High School for an excellent May Festival which brought together the combined arts, with outstanding work in the art department. Several operettas were given in the elementary schools where children fashioned their costumes and painted suitable scenery. We are continuing to use varied techniques which were unheard of a few years ago; working in groups in which all children participate; sharing and experimenting with new materials, at the same time being resourceful with others; correlating all subjects which ultimately could not materialize without some form of art.

In September our fifth preschool workshop for teachers was extended to four days. Directors of Art, Music, Health, and Reading agree that this is an excellent opportunity for teachers not only to become oriented to the various departments but also to become acquainted with one another.

All classes from Kindergarten through Grade Six are visited, but an assistant to work with me would greatly improve the quality of work as more time would be given to visits in our expanding school system. Five meetings were held this past year with the combined junior and senior-high-school art instructors to discuss pupil activities, materials, exchange of ideas, and reports from meetings and conventions.

Annually some of our best art work from all junior high schools and the senior high school is submitted to the Scholastic Art Awards Committee sponsored by the Boston Globe. For the first time the foyer of Boston University School of Fine Arts was given over to this state-wide exhibition and proved to be an excellent place for accessibility and spaciousness. Malden pupils were well represented, and the presentation of several gold-key achievement awards highlighted the event.

Films are available and are loaned to us by the Malden Public Library. Some of these, "Chinese Jade Carvings," "Renoir," "Doric to Gothic," "Rembrandt," "Dong Kingman," "Painting of the Chinese Landscape", were enjoyed; and I should like to suggest that we own all of them, or at least some of them. Visits to the annual Boston Arts Festival and to numerous galleries in and around Boston contribute to the cultural development of our students. The children of the Day Nursery were entertained by the high-school students of the art class for the second time at Christmas. An original story was made into a film strip; each student contributed a segment, much to the delight of the youngsters.

I have served on several committees during this past year. One of which I was a member was the Evaluating Committee which surveyed one of the Boston High Schools. Those who have served in this capacity know the long hours and routine reports that are involved. However, it was exceedingly informative; and I appreciate the opportunity of having made a contribution. I also served on the National Art Education Association committee in New York City which I was privileged to attend as a representative of our Malden Public Schools.

Dr. James Bryant Conant, President Emeritus of Harvard University, realizes the importance of art when he suggests, "The top 15-20 per cent should be able to take as much as four years of art. Art courses should be required as an integral part of secondary education, just as art courses are now required in most colleges." Yet, in our Malden High School, art instruction is given only in one course; namely, the general course. In the ninth grades in our junior high schools, art instruction is denied to students (as in high school) taking the college course. We know that creative ability is not limited to the arts but that it enters into science and all other areas of human endeavor. However, in our schools and elsewhere the art programs stand in a most-favorable position to encourage creativity as a part of living. Art experiences encourage and demand uniqueness and independence in the solution of problems.

Art through the ages has been intimately concerned with people, their needs, thoughts, actions, beliefs, and their struggle to understand and improve their physical world. Awareness begins with the act of taking notice of how a thing is made, how it is designed, of seeing completely with insight and understanding. This is followed by a stage in which imagination and manipulation take over human potentialities and has given us great works of art, inventions, and the theories and principles that guide our social order.

MUSIC EDUCATION — — — Dr. Herbert H. Silverman, Director

I. General

A. The Malden Public Schools Music Education Program is an organized opportunity for all children to participate in aesthetic experiences.

1. It provides for progressive awareness, interest, enjoyment and insight regarding music.
2. Techniques and skills are taught as means to objectives not as ends in themselves.
3. Experience with or in music is a chief aim for all levels.

B. It provides a basic vehicle of universal emotional expression.

C. The Malden Schools Music Program is an organized opportunity for social experience.

D. Insofar as music is a social art, our program is organized for its maximum value for general social development and adjustment of our children.

E. Musical-mental skills and abilities are organized with a view toward social facilitation.

F. Technical mastery has a place immediately following aesthetic, social, and experimental aspects.

1. Mental and motor skills are organized for their expressive use.
2. Skills are taught and acquired in terms of need in musical experiencing not in preparation for participation.
3. Teaching of techniques is associated with growth in musical insight.

G. The program is organized to provide music education for every child and enrichment opportunities for all that can benefit from an interest, need, and talent viewpoint.

II. Specifics

The Malden Schools music program is designed to provide for individual differences from special classes to gifted classes; from vocational groups to the academic groups; from the instrumental and vocal groups to the general music classes.

Our program presents music through many and varied approaches so that every child may find a satisfying social and intellectual fulfillment of his felt needs as a child and later as an adult.

The basic areas of music in Malden utilize the approaches of these activities:

- a. Singing
- b. Listening
- c. Creating
- d. Music Reading
- e. Instrumental

In each school, in addition to the basic music classes we have:

- a. Boys and girls glee clubs
- b. Mixed choruses
- c. Vocal chamber ensembles
- d. Instrumental chamber ensembles
- e. Rhythm and melody ensembles
- f. Flutophone classes and ensembles
- g. Private and class instrumental instruction on all recognized instruments. (including piano classes)
- h. Band and orchestra

III. The Department of Music Education reports that:

During the week preceding opening of the school year, a workshop in teaching music in the elementary schools was held for all new teachers. This preschool training period serves to orient new members of our teaching staff to our philosophy, teaching methods, teaching materials, etc., so that all new teachers could start the school-year with a full understanding of our needs, and with primary teaching techniques by which educational objectives may be attained.

In addition to this workshop, a weekly class after school hours has been conducted throughout the school year for elementary-grade teachers new to Malden and for those in need, or desiring, additional assistance in music-education techniques.

The Director of Music Education has visited all elementary-grade classrooms, junior and senior-high music classes, all instrumental and vocal ensembles, bands, orchestras, glee clubs, etc., as often as possible to provide supervisory aid, musical and educational assistance, direction and inspiration as well as to motivate the maximum of teaching and learning efficiency and growth, and to discuss evaluations of classroom activities and materials with each teacher. The Director has served as advisor to the superintendent, the assistant superintendent, the head master, the various school principals, and to the School Building Committee in all matters pertaining to music and music education.

To the curriculum offering of vocal, instrumental, and classroom music now in effect in the Malden Public Schools we have added a number of extra-curricular activities in music education at all grade levels. These organizations provide musical and educational opportunities beyond those possible in an individual school. The All-City groups meet after school hours in a central location, are entirely selective, on a voluntary basis. These groups are the All-City Elementary School Orchestra, the All-City Elementary School Chorus, the All-City Junior High School Band, the Vocational High School Chorus, the Gifted Classes Orchestra, the Gifted Classes Glee Club, the All-City High School Band, and the Special Classes Chorus.

This year we added two new groups to our music curriculum: The All-City String Orchestra and Gifted Classes Music Appreciation Club.

Each of the foregoing groups meets weekly and presents a number of public concerts to the community.

Last Spring, the Music Department and the Emerson School presented the operetta, "Hansel and Gretel."

By arrangement with the New England Conservatory of Music, fifteen practice teachers were assigned to the Malden schools subject to the supervision of the Director of Music Education. This enables offerings to our children beyond the scope of our regular department activities. Some of these are rhythm ensembles, flutophone classes, appreciation classes, instrumental instruction, etc.

The Malden schools All-City High School Band traveled to Woodstock, New Brunswick, Canada, and to Rochester, New Hampshire, on a three-day concert tour during Spring Vacation. Several weeks later the Rochester High School Band came to Malden; and a joint concert was presented in Jenkins Auditorium. This undertaking was well received in both communities. The project was financed by the Malden Band Parents' Association which is sponsored by the Music Education Department.

We are proud that visitors from public schools, colleges, and universities constantly visit and write concerning the music-education offerings of the Malden Public Schools.

During 1959, the Music Department was visited by the Massachusetts State Department of Education music supervisor and later was in receipt of a commendation for a "successful and very-inclusive music education program . . . and for providing opportunity for special and gifted classes in music education."

During 1959, the Director of Music Education served on the New England Association of Secondary Schools and Colleges Committees to evaluate Fall River and Dracut, Massachusetts, High Schools.

HEALTH EDUCATION — — — — Dr. Mary B. Spencer, Director

During the year 1959 the School Health Department continued to execute its two-fold task of directing the supervision of the health of all school children during school hours and of supervising their instruction in health matters at all grade levels. Since the purposes and goals of the program, as well as the methods by which these have been, and are being, attained have formed the subject-matter of several recent papers and reports submitted to the Superintendent of Schools, they will not be considered here. Rather, attention will be focused on six aspects of the program where new developments have occurred and where the professional health staff has applied major effort, aside from their every-day activities of school-visitation, teacher-consultation, teachers-meetings, and answering requests for help or information. The special areas to be mentioned are (1) Textbook study and the adoption of a series of health texts for the intermediate grades. (2) The on-going writing of a series of Teachers Guides to the School Health Program for the elementary schools. (3) The revision of the junior-high school, Grade Seven Health Curriculum. (4) The transfer of the Elementary Safety Program to the School Health Department. (5) The opening of other school cafeterias with the implications for Health Education and (6) The Mental Health Clinic, a school-community health project.

Text-Book Study and the Adoption of Texts

In the early 1920's when school-health work here had its inception under the direction of the M. I. T. Health Department, texts written by Dr. Turner of that institution were put into every elementary-school classroom. No change was made until the 1940's when the Macmillan series, on the recommendation of the writer, was purchased for intermediate grades. Because of scientific advancement and new discoveries the health texts available to our teachers have long been outmoded, and a change was indicated to keep our health instruction abreast of the times. Therefore, the adoption this year (1959) by the School Committee of the Scott-Foresman health texts for Grades Four, Five, and Six marks a milestone in our upgrading of materials for use in elementary-school health instruction.

Because the steps taken before adoption were planned as a part of our in-service teacher-education program, and because their execution does represent a sizable block of time in an over-all job-analysis of this department's work last year, they merit mention here. First, the writer prepared a six-page guide, "Score Card and Criteria for the Selection of Texts," to be used by the classroom teachers in evaluating each publisher's series in the health-education field. Textbook committees were appointed, one teacher from Grades Four, Five, and Six in every school—and three teachers from the Major-Work-Groups; approximately forty teachers in all served. As background information for teachers each of the individual children's books together with their teacher's manuals, 144 books in all, were reviewed unit by unit, to determine their appropriateness for our new health curriculum (scope, sequence, grade placement, etc.) their scientific accuracy, and their readability. This material, as well as the lists of units in the new curriculum, were made available to the teachers in a series of teachers meetings. The information from these meetings was carried back to the individual schools where sample texts for discussion as to merits were provided. The final choice was made in view of the teacher's recommendations. While no one of the available series parallels the material in our new Guide, the Series selected and the Guide will complement each other and together form a substantial plan for a new Elementary School Health Instruction Program.

The Writing of a Series of Teachers Guides

In keeping with the modern thought held today by the curriculum departments of universities as well as with practice in most progressive cities, the trend is away from the production of "Courses of Study" to the production of a series of Teachers Guides by the teachers themselves, as an outcome of their after-school study-group discussions. The writer in keeping with this current practice has been at work on six such Guides for the School Health Program, each to deal with a special area: Mental Health, Nutrition, Safety, Prevention of Disease and Communicable Disease Control, Dental Health and School Health Services. For two months, (November and December) practically all the time of the Director was spent on this project as well as periods now and again throughout the year 1959. As presently set-up, these "guides" can be published separately or under one cover. Since our teachers come to us without scientific training in Health, it has been found necessary to write under each of these catagories the subject matter in that area the teacher should have for competence in teaching that area. This has proved the equivalent of writing a con-

densed text in each of these six areas. June has been set as the dead line for completion of the entire project. At this point it should be written into the record that the writer does not approve of one-man projects; but in this area of teaching, as in Science, the Director-written-Guide can give elementary school faculties without special study in an area a framework from which they can develop their own studies and curriculum-revisions in future years. This, perhaps, justifies the procedure we have followed.

Transfer of the Safety Program

Safety Education in the Malden schools, like Topsy, just grew. It was everybody's business, but nobody's responsibility. The Superintendent's placing it in the School Health Department in 1959, as is the custom in other cities, makes it now very much our concern.

For the first time we shall have organized Safety Instruction at the elementary level beginning in September, 1960, to give form and order to the number of worthwhile safety projects carried on from time to time in all our schools.

The Study of Accident Reports for the five-year period 1954-1959, mentioned in the 1958 Report of this Department, was completed in January, 1959, and a statistical analysis and summary sent to all our school administrators.

The Malden schools participated in the State Department of Public Health state-wide school-accident study which was completed in June, 1959.

The Department has cooperated with Sergeant Cronin of the Police Department and with P. T. A. groups in their promotion of School Safety Patrols and bicycle-safety projects. With the new school-year beginning September, 1960, we shall have as a part of our health curriculum a graded course in safety education.

Revision of the Junior High School Curriculum (Grade 7)

A series of bi-monthly meetings with all junior and senior-high-school health instructors was held for the purpose of review and revision of the Grade 7 outline provided by the Director in 1957. A new outline materialized as the result of these several study-group meetings. It is being tried out for further revision this year. The junior-high instructors unanimously request more visual material in the way of models and charts.

Junior High School Health Instruction (Grade 9)

In June, 1959, 320 ninth-grade girls received certificates on the completion of their course in "Home Care of the Sick and Injured" and approximately the same number received certificates for their course in "Mother and Baby Care." Miss Curtis, instructor, requests that a room large enough for practice work in this area be provided at the Browne Junior High School.

Opening of New Cafeterias

Two new school cafeterias, one at the Lincoln Elementary School and the other at the Daniels were opened during the past year and a half bringing our total throughout the city to four.

Since the Federal School Lunch Program as well as the Massachusetts School Lunch Program states in their philosophy that school lunches are established for educational reasons—to teach children more-healthful ways of eating—as well as to provide healthful food at low cost for all school children, the opening of each new cafeteria in this city provides one-more approach to Health Education in the particular school which we plan to utilize to the fullest.

At the present time the principals report the following utilization of the Cafeteria Lunch in their buildings:

| School | Percentage buying Cafeteria Lunch | Opened |
|------------|-----------------------------------|--------------|
| Daniels | 50% | Fall, 1959 |
| Forestdale | 75-80% | Fall, 1957 |
| Lincoln | 50% | Fall, 1958 |
| Linden | 75-80% | Spring, 1955 |

All report that practically 100% of the children buy milk at school or carry it from home. The percentage of children utilizing the cafeterias in certain districts raises a question as to the reasons—economic? religious? or, do we need further educational promotion? The average for the State according to Mrs. Ross is 79+ per cent.

The Mental Health Clinic

Since the schools have played an important part in bringing the new State Mental Health Clinic to Malden (the Director first met with Mr. Arthur Hallock of the Massachusetts Department of Mental Health in September, 1949, to request such a clinic and to suggest to him that he stimulate interest in this community for such a project),

it is encouraging to note that the organizational work under a local community-wide committee chaired by Mr. George E. Lodgen was completed during the past year and that the coming year will probably see the clinic a reality here. This happening has many implications for our School Health Program since Mental Health education is at the very heart of our health-education program. Because our plans for further developing our Mental Health education are too lengthy to be included here, they will be sent to the Superintendent as a separate report in the near future.

Personnel

The department lost a fine junior-high teacher, Mr. Daniel Berardi, who resigned to accept a similar position in Lexington for \$1,000 over his Malden salary in September and a \$1,000 increase in January, 1960. With his resignation our health staff at the junior-high level had a complete "turn-over" within three years. Because "Health" is science, qualified health teachers are scarce, or rather non-existent at the salaries we offer. Both industry and the community, as well as other school systems, can lure prospective candidates their way. Because of this tight labor-market in our specialty, of twenty candidates who were interviewed here, and as many at the University of Maine summer-session, not one had qualifications as a "Health Educator." But because they came from allied fields, and gave promise as good training-material, they were interviewed for our position.

The vacancy at the Browne Junior High School was finally filled on August 21, 1959, by a competent nurse who we hope will make a good teacher. It should be noted that because we could not give credit for more than five year's experience outside Malden, we lost a teacher of proven experience to Melrose for \$6,200. Our neighboring city was able to accept all her previous experience for placement on their salary scale.

Because of a series of such experiences, the Director of this department recommends a reconsideration of the clause dealing with previous experience in our School Committee Rules, if this has not already been done.

Supervision and Teacher Education

All teachers in Kindergarten—Grade 6 were visited at least three times during the year. Teachers not on tenure (approximately 60) were visited four times and new teachers (first-year teachers) were

visited an additional time—five in all for help, demonstration, and evaluation of their work.

Secondary-school teachers were visited regularly until November when concentrated work on the curriculum was undertaken, and their office consultation has been temporarily substituted for the frequent visitations.

A week of special consultation was given to the new junior-high teacher, August 24-29, and the regular Workshop for new teachers was held September 1-4.

Teacher Growth and Evaluation

For purposes of evaluating teacher-growth during their first years of teaching here all teachers not on tenure, approximately 60, were rated as to growth and progress; and profiles for the Superintendent's records were drawn.

Special Projects

The annual Dental Survey was carried out in all schools, and the resulting statistical analysis was distributed to all school principals. Suggestions for comparing scores were included. Dental Health Month was observed in February. The assistant to the Director in cooperation with the Art Department acted as a judge of the Dental Health Poster Contest held at the Daniels School in the fall.

Visitors

We have had as usual a number of foreign visitors to study our program, those this year having come from Cologne, Ghana, Copenhagen, and Paris. The Harvard School of Public Health class in Health Education and the Nutritionist Group from the New England Medical Center, Tufts University, made their annual visit. The student nurses who do field work with us also visited the Health Education classes.

Dusseldorf Conference

The director was granted a five-week's leave of absence to attend the International Health Education of the Public meeting held at Dusseldorf and the World Health Organization meeting at Geneva as the official delegate of the American School Health Association. The time so granted was made up by working during the February and April vacations, and during the first two weeks and the last two weeks of the summer vacation. The extra time was necessary because of the

pressure of finding a suitable replacement at Browne and then of orienting to the candidate work of that position.

Community Service and Public Relations

Both the director and the assistant to the director have given generously of their out-of-school time to the furtherance of community projects, whenever this service was requested by community leaders.

The director has served on the Board of the Malden Family Society, The Malden Chest and Council, The Middlesex Health Association, The Malden Mental Health Committee and as vice-president of The Malden Mental Health Clinic. On the state and national level, she has during the past year served as:

National chairman, Health Instruction Committee, A.P.H.A.
Member, Teacher Education Committee, A.S.H.A.
Member, Program Committee, S.O.P.H.E.
Member, In-Service Training Committee, N.E.H.Ed.A.
Chairman, Fellowship Committee, S.O.P.H.E.

The assistant to the director has served as:

Secretary, Malden, Social Workers Luncheon Group
Chairman, Public Relations, Malden Teachers Association
Member, Teachers Institute Committee (1960)

Speaking Engagements

The director appeared on two national programs as a speaker: The American Public Health Association and the American School Health Association. Others: The University of Massachusetts Public Health Meeting, The Massachusetts Public Health Association, and The Massachusetts School Lunch Directors Annual Meeting—at the state level.

Locally she spoke at the Malden College Club opening meeting.

To take the place of her annual lecture on "The Malden School Health Program" given for the last ten years at The Harvard School of Public Health, she arranged for a Panel on "Health Services for School-Age Children" on which Mrs. Dennis and Mrs. Howard appeared with her, each speaking on health problems in their respective groups.

Many of our foreign visitors have also been routed for observation into classes in charge of these directors when visitors could be so interested. The classes for the blind and the trainable seemed to arouse greatest interest.

HOME NURSING AND BABY CARE — Mary Ann Curtis, Teacher

"Home Care of Sick and Injured" certificates were issued to 320 9th grade girls in the three junior high schools in June, 1959. "Mother and Baby Care" certificates were issued to 316 9th grade girls in the three junior high schools in June, 1959.

To receive the certificates the students completed, as prescribed by the American Red Cross, all of its requirements.

The Home Nursing Room at Lincoln is excellent for demonstration, practice, and accomplishment. The rooms at Beebe are satisfactory. The room at Browne is not adequate for the best-possible practice. I urge that a larger room be made available at the earliest convenience.

SCHOOL NURSES — — — — — Grace L. Crowe, Director**I. Beginners Registration**

During the month of April, 877 pupils were registered at the schools by the school nurses. Parent-nurse conferences were held at this time. A medical history of each of these pupils was obtained from the parents. Policies concerning physical examinations, immunization, sudden illnesses, accidents, the visual and hearing programs, and the dental program were interpreted to the parents.

II. Physical Examinations Grades 1-4-7-10

The family physicians examined 3290 pupils. The school physician examined 200 pupils. The nurses arranged the schedule and assisted the school physician at these physical examinations.

III. Hearing Acuity Tests

All pupils were given a puretone audiometer test. The parents were given audiograms on all pupils who failed the test. Referrals by the otologists were submitted to the lip-reading teacher and the speech therapists. During the school-year referrals by the teachers and other school personnel for audiograms were requested of the school nurses.

IV. Vision Tests

Grades 1-4-7-10-11-12 and referrals from the other grades were given the Massachusetts Vision Test.

V. Dental

One hundred pupils had dental work completed at the Malden Board of Health Clinic. There are approximately 1,500 pupils in need of dental care. We don't have the facilities to meet the problem. Four hundred pupils had prophylactic treatment at the Forsyth Dental Clinic. Transportation was by chartered M.T.A. bus. The pupils assumed the cost of the bus by paying 75c each. Eleven groups were taken to Forsyth. The School Nurse obtained the permits from the parents and accompanied the children to Forsyth.

VI. Follow Through

Parents were notified of all physical defects found and advised of measures leading to correction.

VII. Home Visits

Five hundred and sixty-eight home visits were made by the school nurses. They interpreted to the school personnel the situation in the home and how it affects the student's school program. They counseled with the parents about the health of their children and their adjustment to the school program. The nurses serve as contacts between the home and the school on health problems.

VIII. First Aid

The nurses rendered first aid to 1,086 seriously-injured and ill students. All pupils referred to the physician are followed through by the nurses.

IX. Communicable Disease Control

The nurses advise the teachers in the process of screening for communicable disease. In cooperation with the Malden Board of Health, the nurses arranged the immunization clinics. Nine hundred and sixty-four pupils received booster doses for diphtheria and tetanus. Fifteen pupils received first doses for diphtheria, whooping cough, and tetanus.

X. Records

The nurses keep health records on all pupils. They help the school personnel to interpret the data recorded on health records and to use the records as tools in the guidance of pupils.

XI. Health Guidance and Counseling

The nurses had conferences at school with 481 parents and 6,924 pupils regarding health problems.

The nurses confer with school personnel regarding health problems of pupils. They also confer with the school personnel upon request.

XII. Exceptional Children

The nurses assist the Directors of Special Education and of the Physically-handicapped in interpreting the medical recommendations for adopting programs for the physically, mentally, and emotionally-disturbed children. They assist in case-finding and referrals for special programs.

XIII. Mental Health

They recognize signs of deviations from good mental health and assist the school personnel to obtain diagnosis when indicated. They help parents obtain treatment for their children when needed.

XIV. Field Students

Nine students from the Boston College School of Nursing affiliated for a period of two months.

Sixteen from the Malden Hospital School of Nursing observed the well child for one day.

XV. Outside Agencies

Malden Camp Association

Two hundred children were recommended by the school nurses to the Malden Health Camp association. The nurses assisted in these precamp examinations, which were held at the Legion Hall during the first week of May.

Lions Club

After conferences in the home twenty-five pupils were referred to the Lions Club for eye examinations, and glasses were obtained for those recommended by the oculists.

Kiwanis Club

The nurses assisted in referring children for the Christmas Party.

Families in need of temporary help for milk were referred to the Lions Club. The nurses work with the other welfare, social, health, and private service organizations when indicated.

State Department of Education

Mr. Joseph Ballotta, assistant supervisor in the Education Division of Vocational Rehabilitation held twelve conferences in the nurse's office in the high school. Six pupils with severe physical handicaps were processed by Mr. Ballotta and determined eligible for Vocational Rehabilitation. This department renders guidance and financial aid to these pupils.

Recommendations—An Additional Nurse

Reasons:

1. To help with the hearing-acuity tests. These are given on alternate years and should be given yearly.

2. To help with vision tests.

All pupils should be examined yearly with the Massachusetts vision machine. At the present time only Grades 1-4-7-10-11-12 are being tested with the above machine.

3. The load in the high school is far too much for one nurse. At the present time the high-school nurse carries a dual responsibility of a resident nurse and supervision of the school-health services.

4. To cover schools when a nurse is absent.

5. In the prevention of juvenile delinquency, the high-school nurse would be able to make a home visit as soon as the problem was referred to her, thus helping to eliminate any duplication of work on the part of the attendance officer and assisting in the guidance program.

READING DEPARTMENT — — — — — Esther Faircloth, Director

We Hear, Speak, Read, Write, Spell, and In This Sequential Order

It is so important that the whole teaching corps share a common point of view and a common understanding of how our reading program functions in the sequential development of phonetic and other word-perception skills. Each teacher is alert to the fact that his own

work must dovetail with that of the grade before and the grade after. Each teacher knows that an efficient reader recognizes most words instantaneously—he doesn't need to stop to figure out very many of them.

The work of the Director of Reading is to paint a clear picture of the total Reading Program. The success or failure the child meets at kindergarten level is bound to leave unhappy scars at senior-high-level. Ours is a preventive program striving to shine through the shadow of defeat.

In kindergarten the child has to submit to many changes as he leaves his "I" world to join the fun of the "We" world. This is not easy as this has to be a wholesome change—the shy child might lose his identity and the spoiled, arrogant child may become a frustrated deviate. The conformers also offer problems as they will carry the weight of the future of our nation. So, in the unit of the school the great differences among children must be recognized and catered to by expert kindergarten teachers well-trained in the psychology of child development.

In Grade One all children are individually given a quick check-test by remedial-reading teachers. This is given the first week of September; and teachers group their children accordingly, usually teaching to ten children in each of three reading groups. These groups taper off, and our fond hope is that the children may all read at the same level of difficulty when they are in Grades Five and Six.

New teachers to our system are given individual instructions so that the trial-and-error method will not have a chance to take root. When dealing with children the background of experience of the wisest teachers must be promoted until new teachers reach the firm soil of success. Then and then only is it safe to experiment; and we flash the "go" signal of "nothing ventured, nothing gained."

The Reading Workshop held for one day in May was an exhibit of some of the fine techniques used in the various classrooms. Art teachers at junior-high level illustrated the poetry of the younger children. They also brought to life some of our living literature as they painted scenes and characters from Shakespeare.

It is safe to say that there are more phonics taught here in Malden than in any other city in the United States. As children are taught to sound out words, they need to understand that they do it to get at meaning. Teachers are expected to teach phonics thoroughly but at

the same time to avoid the kind of phonics teaching that encourages children to "mouth" words. Phonics, therefore, is a means to an end and not an end in itself. Phonics is the bright path to the successful road to reading.

For young children, as for adults, the ability to use language is an essential part of everyday living. They need the kind of language training that will help them get their own ideas across to others whenever they talk or write. This kind of training encourages legible handwriting in every writing situation and builds the sort of spelling ability always on top when children need to spell independently in their personal writing.

We teach the Language Arts as they are used—together. In this integrated program, reading, spelling, handwriting, and oral and written expression strengthen one another as they are taught side by side.

Education, then, is synonymous with life, so that the objectives of the one are certainly the objectives of the other. Our lessons meet the every-day needs of our children.

In outlining the extensive plan of the Reading Program, one basic set of readers is essential. The first book unfolds into the other in progressive order of difficulty. But this one basic set of readers for each grade is but the minimum standard of promotion. Two-thirds of each class have completed this by January so they have the world of literature at their command for the rest of the school-year and thereafter. The other third of each class will also have completed this which is adequate for promotion before June.

We have one phonics system, Hay-Wingo by name, which, if correctly taught, facilitates all other systems of phonics. Two basic methods of learning are utilized when a new fact is presented by the teacher. Children are taught to listen for sounds through their sense of hearing that are explained under the heading Auditory Discrimination. Children are taught, also, to look for symbols through their sense of sight by means of exercises in the teachers' manual that are explained under the heading Visual Discrimination. Sight and sound are being matched constantly as pupils grow in reading ability.

There is a Reading Clinic conducted in a room at the Malden High School which has children from Grade Two through Grade Eight and a few from parochial schools. This class operates twice a week from 2:00 P.M. to 3:30 P.M. and consists of children from the various

schools who have lately moved to Malden, or who have fallen behind because of a poor start or because of absenteeism. The three hours a week of extra reading has been just what some of our children needed, and that is why the class has continued over the last ten years.

Children and poets have much in common. Things seen and heard and touched are full of meaning and significance. To turn to poetry for what it can distinctively contribute in form and feeling can be developed by children when their experiences with poems at school encourage them to enjoy and comprehend the poet's art. We have exposed the children to some of the newest in children's literature and the stories that are now written in poetry form. Why not make full use of poetry when poetry is, next to music, the most hypnotic of the arts?

SPECIAL EDUCATION — — — — — Bertha M. Howard, Director

During the past year, an extensive intelligence-testing program was carried on in the Department of Special Education. One hundred sixty-two (162) individual Stanford-Binet Intelligence Tests were administered by the Director, assisted by two qualified special-class teachers who worked after school hours. It is our policy to re-examine the pupils enrolled in special classes every two years. Since it has not been possible in the past to meet this goal, it was necessary to have assistance. Seventy-three (73) of our pupils were retested, and eighty-eight (88) children referred from the grades for testing to determine their eligibility for special classes were tested. Of the latter number, forty (40) pupils were placed in special classes between January, 1958 and January, 1959. Thirteen (13) of these were referrals from Grade One and nine (9) from Grade Two. The Director makes an effort as far as possible to administer the Binet test to those children referred from the grades, thereby obtaining first-hand knowledge about the child. We are pleased with so many early referrals, as placement is in the best educational interests of the young retarded child so that he can profit by the opportunities provided by the School Department before being subjected to the frustration of failure and its ensuing maladjustment.

The set of eleven forms required by the State Department of Mental Health and the Division of Special Education were completed by the Director on all the pupils placed in special classes. The teacher, principal, school nurse, and outside agencies are consulted; and interviews regarding placement are held with the parents, followed by counseling

after the child is placed. These records provide a comprehensive study of all aspects of a child's development; and combined with the case studies which each teacher is required to compile on her pupils, they comprise an excellent source of information on all our pupils.

We were fortunate to have room available at the Daniels School in September for the transfer of the two trainable special classes located at the Stadium Field House and in the basement of the Faulkner School. The new location, although in the basement of the school, is more desirable from the standpoint of ventilation, lighting, space, and exits. An unusually-large number of new placements were made this fall in the trainable classes. Six (6) children were found to be eligible, three (3) of them being cases of emotional disturbance as well as severe retardation. Although we have been furnished with psychiatric, physical, and psychological records on these children by the hospitals and clinics where they have been treated, their behavior has been such that they have been a challenge to the resourcefulness, ingenuity, and patience of their teachers. The two trainable teachers, however, have been highly successful in the adjustment of these problem children.

Our organization of parents, the Malden League for Help of Exceptional Children, furnished us with seven (7) record players for those classes not already having one, as well as with seventy (70) records which are on file at the Office of Special Education for the special-class teachers to use in their classes. Also, they donated a film-strip projector and film strips, which have likewise added to our audio-visual-aids equipment.

A court case developed in the past year regarding a child whose parents refused to send her to school because they would not accept her placement in a special class. Except for a few days, this eight-year-old girl did not attend school from September, 1958 until March, 1959, when the Court settled her case. It was originally filed in the Malden District Court; but since the parents refused to abide by the decision of the Court in favor of the School Department, it was transferred to the Superior Court at Cambridge. They were finally forced to comply with the order of this Court to place the child in the special class to which she had been assigned. It was a time-consuming affair for the Superintendent of Schools, the Attendance Officer, and the Director of Special Education but was a valuable experience in that it set a precedent for future similar cases.

The Delinquency Proneness Study conducted by Dr. William Kvaraceus under the auspices of the United States Office of Education

came to a close in May, 1959. Special-class children between the ages of ten and seventeen were included in this three-year study, and bi-monthly reports were submitted throughout this period on children with behavioral problems. We hope to profit by the results of the research through a report Dr. Kvaraceus will send in the near future.

PHYSICALLY-HANDICAPPED CHILDREN

Mrs. Dorothy B. Dennis, Director

The annual census of physically-handicapped children of school-age, public and parochial, who were attending school, receiving home instruction, attending special schools, or hospitalized, totaled 722.

Education of physically-handicapped children includes home-teaching for those unable to attend school; classroom adjustment for those handicapped but able to attend school; institutional placement; lipreading and auditory training for the deaf and hard-of-hearing; Braille instruction for the blind; and speech therapy for those with defective speech.

Home Instruction

Fifty-five students received home instruction this year. The grades covered were from Grade One through Grade Twelve in both public and parochial schools. Instruction averaged five periods per week per student. New policies established this year by the Massachusetts Department of Education, Department of Special Schools and Classes, removed the two months' minimum expected-absence restriction for eligibility for home teaching, thus leaving the expected-absence span up to the discretion of the individual communities. An average of at least one month's anticipated absence has been the criterion of this department under the new directive, except in unusual cases.

Instruction was given by four full-time and eight part-time instructors.

Lipreading, Auditory Training, and Tutoring for the Hard-of-Hearing and Deaf

These services were given to twenty-seven children and adults in day and evening schools. Miss Nancy Beard, a recipient of this special help during her public-school life, was elected to the Society of Scholars at Tufts University this year, having qualified for this signal

honor by being one of the three highest-ranking students in the sophomore class.

Braille Instruction and Education of the Legally Blind

The Blind Center at the Emerson School which is locally administered but state financed numbered five this year, which seems to be an ideal number for maximum progress. A Motility Program was given to these students this year by the State Department of Education. This included training in balance, sensory perception, tactile acuity, and ambulation within the school confines and out in the community.

Our legally-blind junior-high-school student entered Grade Eight in the College Course this year and was on the honor roll for the first quarter. The problem of finding Braille text-books for her use continues to be a challenge to us and undoubtedly complicates her progress.

Speech Therapy

Three speech therapists taught in this area this year. The rapid turn-over of instructors in this field during the past five years has impeded the quality of our program. However, the approximation of acceptable salaries and the attractiveness of the speech set-up in Malden are beginning to attract more-experienced and stable instructors. Our help was given to 430 students in our public schools this year.

Home-To-School Telephone

The home-to-school telephone system of augmenting home-teaching was successful for its second year. We feel confident about its value after two-years' trial period, and look forward to expanding the service throughout the home-teaching area much more generally.

The department is grateful also to the Malden Kiwanis Club, the Malden Lions Club, and the Italian-American War Veterans for their continued help and interest.

GUIDANCE DEPARTMENT — — — Dr. Helene Moore, Director

This past year has seen a new impetus to, and recognition of, guidance by the Federal Government with a view to a "more-systematic approach to the goal of trained manpower of sufficient quality and quantity to meet national-defense needs of the United States".

Malden was most fortunate in meeting state standards sufficiently to enable us to benefit in this program to the extent of \$3500.00 in equipment and supplies, and we are looking forward to an equal appropriation to be expended during this coming fiscal year—with no expense to the city.

The work of this department does not lend itself to statistics. It aims to assess the abilities and aptitudes of all students with a growing attention to those showing unusual promise. This is done by collecting, organizing, recording, and interpreting information appropriate to understanding students' abilities, aptitudes, and interests, as well as other personal assets or liabilities related to educational and vocational problems and planning.

All kinds of occupational and educational information pertinent to students' needs are procured and presented to students as well as to their parents. Thanks to the federal assistance, we now have excellent reference materials.

Individual counseling aimed to show students their strengths or weaknesses and to help them to relate their abilities, aptitudes, and potentialities to educational opportunities and careers, forms a large part of the program, giving encouragement and help to promising students to further their education and referring students to specialists in particular fields including remedial specialists where necessary. Assisting students in finding part-time and full-time work opportunities all form a part of the picture.

The elementary-school programs continue to be largely the responsibility of the principals who work directly with the children. However, a cumulative-record card which contains scholastic records, testing information, and other pertinent data, begins in Grade One and continues through Grade Twelve.

To conserve and maintain a continuity of information in the transition of a child from Grade 6 to junior high school, an anecdotal record becomes a part of Grade Six guidance. Meetings are held with junior-high counselors and principals with the Grade Six teachers and principals early in the year to work together on an understanding relationship as it affects the child.

With the retirement of Miss Martha Leonard, who gave years of devoted and efficient service to the Browne Junior High School and the transfer to the High School of Miss Barbara Norton, two new junior-high counselors were appointed. Malden has three excellent and consecrated counselors in our three junior high schools, Miss Mary Burke,

Miss Mary Keaney, and Miss Barbara Mossman.

Guidance classes in orientation are taught weekly to each seventh grader. In Grade 8, group guidance is given in introduction to individual interests and aptitudes; and pupils are helped to discover occupational fields and the skills needed. Much individual counseling is done as it is here that choices are made for courses in the High School. Periodic meetings are held all through the year with the guidance counselors and the director.

With the strengthening of the high-school program by the transfer of Miss Norton to the staff, the excellent work of Miss Turkington as dean of girls, and the very-fine contributions of Mr. Santilli as counselor for boys, the high-school program has also expanded greatly and renders a larger service to the students. Much emphasis is placed on individual counseling with pupils and parents, and imparting information, with many group conferences dealing with vocational and educational objectives. There is much help in interpretation of test results and in assisting students in gaining admission to institutions of higher education and in procuring scholarship and other financial aids.

Placement in industries and business is an integral part of the program. Work placements for clerical workers are still at a peak; and over 50 girls, under the auspices of Miss Turkington, participated in the United Community Services, Volunteer Service project of Metropolitan Boston during the summer of 1959 and during the school-year, several of them teen-age volunteers who have given 50 or more hours of volunteer service to the Malden Hospital.

Both Mr. Santilli and the director have spoken to PTA groups and other organizations in Malden this past year, and all members of the department belong to many professional organizations and attend many professional functions. The director served as a member of the faculty at the two-week workshop of the Massachusetts Department of Education at the State Teachers' College in Boston last June and had a very rewarding and worthwhile experience at the National convention of the American Personnel and Guidance Association in Cleveland, Ohio, last April.

Through the Central Evening School the director works with veterans and other adults who failed to secure high-school diplomas or who lack basic credits for nursing schools or colleges. Eleven accredited academic high-school units are now offered in this program and it is closely coordinated with the High School and the State Department of Education.

One of the greatest guidance needs in Malden is the complete evaluation and coordination of our program and study of the expansion possibilities of our services. Increasing the number of counselors to reach the ultimate federal goal of 400 pupils to a full-time counselor in 1961-62 is something which merits real consideration. The ultimate objective of the State Board of Education is the achievement of a ratio of 300 pupils to one full-time guidance counselor.

The director and every counselor are always available for conferences and work closely with all special departments of our school program, with the departments of Child Guardianship, Boys' Catholic Youth Center, Jewish Vocational Guidance Center, Youth Service Board, and with many social and community agencies.

DEPARTMENT OF TESTING — — — Arline J. Walton, Director

The year 1959 marked the seventh year of the functioning of the Department of Testing on a full-time basis; and at this time it seems in order to take stock of some of the major changes and additions which have taken place within these years in the Department's program. It is also interesting to note that where in 1952 there were 7,699 pupils enrolled, for the year 1959 the enrollment was 9,572 making an increase of 1,873 pupils for whose test records this Department is responsible.

For the last three years an intelligence test has been given in Grade 1 to give us another means of early appraisal of our pupils' strengths and weaknesses.

Originally we gave only intelligence, reading, and arithmetic tests in Grades 3, 6, and 8, whereas now we have added language and spelling.

In Grade 10 a diagnostic reading test is now given in all English classes with the Director of Testing processing all answer sheets and working closely with all those teachers in interpreting the results to individual pupils.

Formerly Boston University offered a service of administering and scoring a battery to those in Grade 11 who cared to pay. This year we administered our own series of tests with scoring only done outside. The present plan calls for giving the Iowa Tests of Educational Development to all pupils in their sophomore year with no cost to the pupils. The Director has for some time desired this move as it gives

us a much-more-accurate over-all appraisal by including everyone in a class; and also by giving these in the early fall to Grade 10, it gives the guidance personnel more opportunity to use these records.

In 1959 the ACE was given to all pupils in the college and scientific courses; but with use of the ITED this test can be dropped although we will still give an intelligence test as usual to all incoming sophomores.

Screening for the new Grade 4 Major Work Class is a major project each spring. Since there are now six classes involved in this program for the gifted, considerable time must be devoted to testing their progress and, where vacancies in these classes occur, in screening for replacements. In addition to the regular junior high school testing program major-work-class pupils are also given annual progress tests.

At the request of the Vocational High School the incoming class was given reading and mathematics tests. While the mechanical aptitude test given to Grade Nine boys is only a part of the data considered for acceptance in the Vocational High School, nevertheless it is felt that the results are most useful in selecting these boys.

All teachers attend an orientation meeting before administering tests, and in addition new teachers were given more-specific instruction. It is recommended that fifteen minutes be allotted the Director to meet with all new teachers at the workshop held previous to the opening of schools in September.

During the first year of this Department only 43 individual intelligence tests were given by the Director, whereas in 1959, 106 individual intelligence tests were administered. This does not include other selected tests given to pupils with varied needs.

Many conferences have been held with parents individually, and the Director was also asked to explain the work of the Department of Testing before three PTA.'s.

Since our Major Work Classes are relatively rare as a segregated-class program, we are visited frequently; and the Malden program was explained by the Director of Testing at an Institute held by the Salem Public Schools. Also the Director was invited to participate in a two-day workshop at Yale University on the needs and suggestions for federal legislation in the area of the gifted. This was held under the direction of the United States House of Representatives Sub-Committee on Education and Labor.

The Director was also privileged to attend the National Invitational Conference on Juvenile Delinquency held in Washington under the direction of the NEA. In the area of juvenile delinquency many of our test scores have also been used in connection with a three-year project on prediction being carried on by Dr. William C. Kvaraceus of Boston University and made possible for him through a United States grant of money.

To make the most of the results of our testing program and to permit necessary and most desirable expansion, additional personnel becomes almost mandatory. Routine clerical work, such as copying of records, class lists, machine-scoring, and distribution of supplies, should be handled by some one other than the Director, thus leaving her free for more-technical problems. It is also easily foreseeable that she should be given assistance in doing individual testing, a most time-consuming but important phase of her work.

We have the basic data for more-scientific grouping of classes at both the elementary and secondary levels as well as records to help identify pupils with special abilities who should be placed in more-intensive or rapid-moving classes in certain areas. If such opportunities were forthcoming, more-specialized tests could and should be used.

While the Director hopes that this report shows that a considerable amount of work is being done and is most appreciative of the cooperation and interest shown by the superintendent, nevertheless she feels "spread thin" and would also like to see some test results used to their fuller advantage.

ELEMENTARY PHYSICAL EDUCATION - David I. Walsh, Director

The total physical-education program has as its single purpose the development of the whole personality—physical, social, or mental—insofar as physical-education activities may contribute to this end.

For some time educators have accepted the doctrine that the whole child goes to school. In this acceptance they have discarded the older idea of separate body and mind and are committed to the principle that the child is an organic unity. All phases of his development are equally important.

There are several facts about the growth and development of the young child that should guide in the education of the young.

1) Vitality is manifested through the functioning of the vital organs. To develop vitality in a person it is necessary to develop the functional powers of the heart, lungs, kidneys, digestive tract, endocrine glands, and nervous system. These organs and their functional powers are developed by exercise of the large muscles of the trunk and hip joints. Apart from the influence of heredity, the only source for the development of vitality resides in the activity of the large muscles. There is a strategic time for this large-muscle development to occur. Weak children do not usually grow into vigorous adults. The vital organs must be started on their development during the pre-school years and the years of elementary schooling. This is the time to lay the foundation for vitality in later years. Therefore, the young child should be encouraged in vigorous play in which there is running and jumping, climbing and pulling.

2) The skeleton of the individual remains partly cartilage until the early twenties. During school years the skeleton is easily affected by postural patterns; and habits of standing, sitting and moving are built into the elastic bones. The size and shape of the rib cage are determined largely by opportunities given the child to climb, swing, pull, push, hang, and run. Many of the postural faults of the young child are due to insufficient muscle and may be corrected by the development of muscle. Shoulder braces are not an ideal supplement for good, strong muscle.

3) Children living in a good environment grow larger than those living in an unfavorable one. Factors influencing growth are food, sunshine, exercise, sleep, and physical condition. Sunshine is useful in stimulating the formation of hemoglobin and Vitamin D, which is necessary for proper body functioning and growth. Excessive sunshine is dangerous and undesirable. Exercise and rest play a dual role in the promotion of growth. Exercise stimulates the functioning of tissues and causes a demand for food. Rest provides for a recovery period in which waste from the cells is removed and the individual is ready again for activity.

Weak abdominal muscles result when the individual spends too much time sitting down and little time in exercise. Strong abdominal muscles are necessary in maintaining the normal functions of the intestinal tract.

During periods of severe illness growth may be retarded or even stopped.

Civilization has produced conditions which are foreign to the surroundings of man. Over the years the most marked changes in his environment have been the wearing of clothing, the development of forms of work that strain the eyes and small muscles, artificial heat that reduces climatic stimuli, and indoor living with all its shortcomings of sunshine, fresh air, and physical movement.

Today science tries to state the basic biological needs of man and to set up the conditions that must be carried out if civilized living is not to harm the health and vitality of people. The school sets standards to maintain healthful living. Therefore, administrators and teachers are responsible for making sure that the biological needs of children for activity are met by making available facilities and equipment, time, and sound leadership.

Progress in the Elementary School Physical Education Program:

1. Instruction in physical education was provided for all pupils in our elementary schools. Class periods were devoted primarily to helping our pupils develop skills, efficiency, endurance and conditioning, and attitudes and understanding that lead to their total well-being.

For pupils who have had temporary or permanent disability and could not participate in the regular program, a modified program of physical education was provided according to their needs.

All our pupils were provided opportunity of movement, to throw, catch, to run, and kick and opportunities for learning exercises in dances, games, sports, relays, stunts and other outdoor activities wherever feasible.

We have emphasized a well-rounded program of instruction for all pupils and—for as many as possible—an interesting and widely-varied program of intramural competition in team, dual and individual sports, supplemented by sports days and play days.

2. The transfer of the trainable classes from the Faulkner School and the high-school field house to the Daniels School placed these children in a more-desirable location for their physical-education program.

Both of these classrooms are adjacent to the small gym at the Daniels School, thereby permitting a varied and wider scope of physical activities.

3. An afternoon program of intramural basketball was held at the Linden and Forestdale school gymnasiums during the winter

months. Over 400 boys on the sixth-grade level received instruction in the fundamentals of basketball techniques and skills.

4. The following school playgrounds and play areas were marked by this department: Browne; Belmont; Daniels; Emerson; Glenwood; Lincoln; Linden; Pierce.

In the spring of 1960 we hope to repaint the following school playgrounds: Faulkner; Leonard; and Maplewood.

The painting and marking of these play areas have stimulated more interest in organized activities during the recess periods, thus eliminating haphazard play with its resultant frequency of injury to the pupils.

RECOMMENDATIONS

1. That the Lincoln School yard to the rear of the junior-high building be entirely covered with black top with suitable drainage, and that a small section of this yard be fenced off for a parking area thereby eliminating any vehicular traffic on the playing surface.

Note: This is the only school yard not surfaced with black top.
(Could it be possible that funds be made available from the new Lincoln School Building Appropriation?)

2. That the following school yards be fenced in with chain link fence:

- a. Emerson—Adams and Emerald Street sides at rear of the building.
- b. Faulkner—A short section from the end of the grass area to the stone wall—south to north on Salem Street—east to west on entire side of building.
- c. Glenwood—Fence at southeast end of play area.
- d. Maplewood—Complete fencing by extending Laurel Street side to the Fire Department property.

3. That general parking be eliminated from the school playgrounds. Every year we can see the gradual increase of automobiles parked on the play areas during school time. Not only would this provide greater area of play for our pupils, but it would eliminate a dangerous condition which might result in a fatal accident.

4. That a sum of \$600 be allotted for two basketball coaches to carry on the after-school program of basketball at the Forestdale and Linden School Gymnasiums.

INSTRUCTIONAL MATERIALS CENTER

Caro M. Grace, Coordinator

It is the all-too-frequent and thoroughly-justifiable complaint of administrators and teaching personnel alike that so large a portion of the school day is being consumed in the performance of duties totally unrelated to the teaching-learning process that both teacher-morale and pupil-learning are being adversely affected. However necessary or meritorious fund-soliciting and record-keeping may seem *per se*, when considered in the aggregate they are contributing factors to the general harassment of school personnel already beset by steadily-decreasing time allotments on one hand, and constantly-increasing curriculum content on the other. Similarly, enlarged enrollments, outmoded building facilities, and inadequate equipment and materials help further an already-burdensome situation.

Cognizance of these facts has resulted in the investigation of a variety of techniques and methods proven by experimentation and/or research to be variously palliative, alleviative, or remedial. One such method, firmly established in this last category, is the creation of instructional-material departments. Centralized for efficiency and economy, they constitute a service area for all teachers being organized to assist school personnel by:

- (1) obtaining "minimal basic equipment" for all schools (film, filmstrip, and opaque projectors, record players, TV sets, and screens) and maintaining this equipment in good working order at all times.
- (2) providing materials to augment the basal texts and to vary and enrich classroom instruction (supplementary books, exhibits, films, filmstrips, pictures, recordings, slides, and tapes)
- (3) offering training in the use of basic equipment and in the special techniques involved in the utilization of projected materials.
- (4) organizing such practical aspects of administration as requests for system-owned materials, procurement of materials not owned by the system, and housing seldom-used but necessary materials in order to facilitate circulation and delivery.
- (5) making available materials for educational improvement and professional growth (books on methodology, resource ma-

terials, reference books, courses of study, professional periodicals, etc.)

- (6) establishing lines of communication within the school system to acquaint the teaching personnel with new materials and equipment available to them, and maintaining lines of communication outside the system in order to bring back to the school personnel such information as will benefit them.

In the above categories the Instructional Materials Center served specifically during 1959 as follows:

1. Selection and Maintenance of Equipment

- a. On the basis of standards formulated by the American Council on Education and accepted throughout the country, the following schools were provided with "minimal basic equipment": Daniels, Faulkner, Forestdale, Glenwood, Lincoln Elementary, Linden, and Maplewood.
- b. All equipment was inspected at least once during the year. The 16 mm projectors were sent out for replacement of minor parts, cleaning, and lubrication.
- c. An adequate supply of lamps, fuses, belts, etc. was maintained at all times. Building coordinators were encouraged to have available spare projection lamps, exciter lamps, and fuses.
- d. Mobile units were provided for all heavy equipment (ETV sets, 16mm and opaque projectors, etc.) to maintain correct projection heights and to encourage classroom rather than auditorium-usage.
- e. All schools with auditoriums were equipped with screens of suitable size and with projectors suitable for use in auditoriums.

2. Selection and Correlation of Materials

- a. Approximately 110 films were previewed by teacher-committees and/or by the Coordinator and 30 were selected for purchase. Over 200 individual filmstrips were previewed and 78 recordings as well as a smaller number of slides, tapes, and study kits. All materials pertinent to a recognized department were purchased with the know-

ledge and approval of the director or the head of that department.

- b. All materials purchased were selected for their relevancy to basic concepts and understandings as stated in the approved courses of study.

3. Teacher Education

- a. At the annual preschool Workshop, new teachers were instructed in the philosophy underlying the use of instructional materials. The facilities and services made available to them by this department were stressed.
- b. All teaching personnel new to the system were individually instructed in the use of basic equipment located in their schools. Instruction was also provided for any teacher who requested it. The following number of teachers were taught on the equipment listed below:

| | |
|---------------------------|----|
| Opaque Projector | 38 |
| Filmstrip Projector | 56 |
| Tape Recorder | 65 |
| Film Projector | 53 |

- c. All teaching manuals were revised.

4. Procurement and Circulation of Materials.

- a. There was a phenomenal rise in circulation figures during 1959. The use of system-owned exhibits, films, filmstrips, pictures, records, slides, and tapes increased **almost 900 percent**. Exhibits from the Children's Museum doubled in number and the use of free films was more than tripled. It should be noted that the above data concern only such materials as were handled by the Instructional Materials Center. These do not represent the total usage of instructional materials throughout the system, since many schools have a small deposit of filmstrips on hand which they use frequently, and since a few schools, including the High School, borrow films from the Public Library. The High School also has a film-rental program which is handled directly.
- b. Seldom-used but necessary and frequently-expensive materials such as scientific apparatus, rock and mineral ex-

hibits, etc., are housed and circulated when needed. As this eliminates the necessity of purchasing expensive and duplicate items seldom used more than once a year in each school, it reduces budget costs.

- c. Such free films as were suitable for use in school assemblies and/or use in various subject-matter areas were located and booked. A listing of 129 films was prepared for use in the Vocational School and 82 were borrowed for other areas.

5. Maintenance of Resource and Reference Materials

- a. Collections of books were assembled to facilitate such phases of teacher-planning as producing plays for classrooms and school assemblies; constructing realia; utilizing various arts and crafts, etc.
- b. Vertical files containing significant courses of study from other systems, pamphlets on teaching techniques, bibliographies of outstanding writings in various subject areas, etc., were greatly increased at the request of the committees preparing courses of study in Health Education, English, and Science.
- c. Shelves of books on methodology in the majority of the fields of study were kept current for the use of teaching personnel taking courses. Books on guidance at the elementary level and on the gifted child were the most in demand.
- d. Supplementary books listed in the ETV study-guides were purchased for circulation.
- e. A bibliography of recent magazine articles on merit rating which are available at the Center was prepared and distributed two months prior to the discussion of that subject at the Teachers Institute.
- f. Through the courtesy of the ALA inter-library loan system, these were borrowed from university and college libraries for use by the teaching personnel.

6. Establishment of Lines of Communication

- a. To acquaint the teaching personnel with the instructional materials currently available, a 66-page catalogue was

prepared. In it were listed all materials purchased during the school-year 1958-59 together with a brief description of content, suggested grade-placement, the order number, and such pertinent data as running time, whether or not it is in color, etc.

- b. Detailed listing of instructional materials were prepared in the following areas and at the below-listed levels of instruction:
 - Social Studies for the high-school level
 - Social Studies for the junior-high-school level
 - Recordings for music teachers at the secondary level
 - Science for the elementary-school level
- c. A program of films for elementary-school assemblies was made available for approximately one-half of the school-year. Lack of funds prohibited the continuance of this service.
- d. A Student Projection Club was organized, and 26 fifth- and sixth-grade boys were given instruction in the operation of 16 mm projectors. The purpose of the club was twofold: (1) to extend the range of the students' capabilities and interests, and (2) to free the teacher from the mechanics of projection and release her for teaching with the film.
- e. Liaison was maintained between ETV and the classroom teachers through the services of this department. It necessitated attendance at committee meetings, distribution of study guides and communiqües, and the procurement of the supplementary materials listed in the guides.
- f. A newsletter, THE BULLETIN BOARD, was initiated as a bimonthly publication in January. Its purpose was to acquaint the teaching personnel with newly-acquired instructional materials, and to offer suggestions for their use.
- g. An exhibit case was erected outside the entrance to the Instructional Materials Center for displaying new instructional materials, for suggesting ways of utilizing them in the classroom, and for illustrating the variety of materials available for use in the various units of the courses of study.

- h. In accordance with the departmental policy of featuring the creative work of the teaching personnel, original art work of the following teachers was displayed at the Center: The Misses Joan Babineau, Virginia Lyke, Nellie Adams, Joan McNamee, Mary Young, and Mrs. Helen Tainsh. In addition, the paintings of Miss Penelope Kostarelos, senior clerk in the Vocational High School, were displayed.
- i. To acquaint the Modern Language Department members with some of the most-recent developments in language-laboratory equipment, a demonstration of three types of language-laboratory units was arranged.
- j. Specifications were prepared for the use of school personnel ordering instructional-materials equipment under the National Defense Education Act.

In addition, the Coordinator has fulfilled speaking engagements at the Principals Conference at Amherst and at the Superintendents Conference at Bridgewater. She has served as a state representative at the Northeast Regional Leadership Conference at Trenton, New Jersey, where she acted as a group recorder and as a summarizer for the general session. She has furthered good public relations (1) by showing films for civic groups and departments of the city government, twice at the request of the mayor; (2) by preparing monthly articles for the local press relevant to the teacher-art displays at the Center; (3) by assisting PTA groups in selecting equipment suitable for classroom use; (4) by evaluating new materials for commercial organizations.

Professionally she has maintained an active membership in Pi-Lambda Theta, educational honor society for women, and has served on committees in the local chapter of DAVI, the national association of audio-visual instructors. As coordinator, she is available at all times to assist any principal, director, teacher, or committee in whatever capacity she may be of service.

CENTRAL EVENING SCHOOL — — — John J. Queally, Principal

During the year 1959, the Malden Central Evening School offered more than thirty different courses to approximately nine hundred residents of Malden and surrounding communities who enrolled in the

school, including three new courses: Driver Education, Physics, and Conversational Russian.

For those adults whose earlier education was interrupted before they graduated from high school and whose lack of a completed high-school education prevents them from obtaining employment or advancement in a chosen field, from entering college or other institutions of higher learning, or from achieving other desirable goals in life, the Central Evening School in co-operation with the Massachusetts Department of Education and the Malden High School offered an academic program of fully-accredited high-school subjects leading towards a state-equivalency certificate or a high-school diploma. This year, with the addition of Physics, the Central Evening School offered a total of eleven full-credit courses. At the Central Evening School graduation where over three hundred certificates were presented, this year for the first time the twenty members of the graduation class, twelve of whom had completed all work for a Malden High School Diploma, sat on the stage dressed in caps and gowns. For those adults who earn their living in the world of business, the Central Evening School offered a full program of commercial subjects.

For those adults who wished to develop a hobby or make more-valuable and enjoyable use of their leisure time, the Central Evening School offered a wide variety of courses which varied from Wood-working to Conversational French.

ADULT CIVIC EDUCATION — — — Charles A. Rossiter, Director

The Adult Civic Education Program continues to attract adult students from Wakefield, Melrose, and Saugus evenings and from Everett afternoons as these school systems have no Citizenship or Beginners English program at the times required and are willing to reimburse the City of Malden for the instruction provided. Further income is derived from the Commonwealth's subsidy of one half of our administrative expense at the end of each school-year on condition that only state-certified personnel are employed in the program. All of our teachers are certified. We have a waiting list of certified teachers from which we draw our substitutes.

The Malden Legion Post No. 69 continues to award Citizenship Medals at our annual graduation and to send its Commander to bring a message to the foreign-born soon to become bona-fide members of our great republic. The students look forward to attaining these medals in their last year of instruction and treasure them highly.

We continue to purchase new instructional materials each year to assist the teachers in their work of teaching Americanism and English. Among our newer tools will be a tape recorder which was requested last year and is now out for bids. This instrument is in keeping with the times because many foreign-language classes in colleges such as Massachusetts Institute of Technology and Harvard as well as some high schools use this means to give instruction and to record the results over periods of time. Some patriotic recorded programs may thus be added to our curriculum.

Mrs. Nora A. Frost, at 76 years of age, Malden's oldest active teacher, with 41 years of service was honored in an article in the Boston Traveler of June 29, 1959. She is still teaching Citizenship and English for the Foreign-born, although she now confines her teaching to daytime classes.

DECEMBER 1959

| | |
|--|--------------|
| No. of pupils entering Senior High from Junior High | 523 |
| No. entering Class 10, Senior High School from other sources | 74 |
| No. entering Class 10, Senior High School (total) | 597 |
| Total no. in Senior High School in September | 1773 |
| Average age of Class 10 in Senior High School in September | 15 yr. 5 mo. |

Number of Pupils Entering High School From Junior High School — June, 1959

| | Graduated from Junior High June, 1959 | | Entered High School June, 1959 | | Total Graduated | Total Entered | Per cent Entering |
|---------------------|---|-----|--------------------------------------|-----|--------------------|------------------|----------------------|
| | B | G | B | G | | | |
| Beebe | 114 | 90 | 104 | 87 | 204 | 191 | 93.62 |
| Browne | 93 | 86 | 77 | 84 | 179 | 161 | 89.94 |
| Lincoln | 94 | 97 | 81 | 90 | 191 | 171 | 89.52 |
| Total | 301 | 273 | 262 | 261 | 574 | 523 | 91.11 |
| Other Schools | | | 23 | 13 | | 36 | |
| Repeating | | | 21 | 6 | | 27 | |
| Parochial | | | 6 | 5 | | 11 | |
| Total | | | 312 | 285 | | 597 | |

Number of Pupils in Malden High School, December, 1959

| Course | 10 | 11 | 12 | Total |
|----------------------|-----|-----|-----|-------|
| General | 294 | 333 | 335 | 962 |
| College | 154 | 129 | 87 | 370 |
| Scientific | 33 | 42 | 45 | 120 |
| Commercial | 84 | 98 | 70 | 252 |
| Post Graduates | | | | 5 |
| Totals | 565 | 602 | 537 | 1709 |

**Number of Pupils Taking the Different Studies in
Malden High School, December, 1959**

| Subject | B | ¹⁰ G | B | ¹¹ G | B | ¹² G | Total | B | G | Grand Total |
|---------------------------------|-------|--------------------|-------|--------------------|-------|--------------------|-------|-------|-------|-------------|
| Accounting ..... | ..... | ..... | ..... | ..... | 1 | 16 | 1 | 16 | ..... | 17 |
| Aeronautics ..... | ..... | ..... | ..... | ..... | 37 | ..... | 37 | ..... | ..... | 37 |
| Algebra 1 | 54 | 10 | 41 | 6 | 7 | ..... | 102 | 16 | ..... | 118 |
| Algebra 2 | 5 | 1 | 122 | 92 | 32 | 5 | 159 | 98 | ..... | 257 |
| Band | 11 | 19 | 12 | 23 | 13 | 13 | 36 | 55 | ..... | 91 |
| Biology | 64 | 37 | 1 | 1 | 70 | 64 | 135 | 102 | ..... | 237 |
| Blue & Gold ..... | ..... | 2 | 6 | 14 | 5 | 11 | 11 | 27 | ..... | 38 |
| Bookkeeping | 8 | 74 | 9 | 64 | ..... | 2 | 17 | 140 | ..... | 157 |
| Chemistry ..... | ..... | 184 | 109 | 13 | 10 | 147 | 119 | ..... | ..... | 266 |
| Commercial Geography .. | 6 | 74 | ..... | ..... | ..... | ..... | 6 | 74 | ..... | 80 |
| Domestic Arts ..... | ..... | 63 | ..... | 29 | ..... | 22 | ..... | 114 | ..... | 114 |
| Electricity & Mechanics .. | ..... | ..... | 40 | ..... | 9 | ..... | 49 | ..... | ..... | 49 |
| Elementary Music Theory .. | ..... | 3 | ..... | ..... | 7 | ..... | 10 | ..... | ..... | 10 |
| English | 293 | 276 | 297 | 338 | 283 | 292 | 873 | 906 | ..... | 1779 |
| Freehand Drawing | 6 | 11 | 5 | 17 | 8 | 14 | 19 | 42 | ..... | 61 |
| French | 57 | 48 | 53 | 90 | 39 | 45 | 149 | 183 | ..... | 332 |
| General Business Practice ..... | ..... | ..... | 22 | 52 | 31 | 22 | 53 | 74 | ..... | 127 |
| General Mathematics | 91 | 37 | 15 | 2 | 14 | 6 | 120 | 45 | ..... | 165 |
| German | 28 | 11 | 58 | 28 | 50 | 30 | 136 | 69 | ..... | 205 |
| Health ..... | ..... | ..... | 43 | 69 | 23 | 38 | 66 | 107 | ..... | 173 |
| History (Anc. & Med.) | 174 | 123 | 11 | 11 | ..... | ..... | 185 | 134 | ..... | 319 |
| History (Modern Eur.) ..... | ..... | 1 | 205 | 181 | 29 | 27 | 234 | 209 | ..... | 443 |
| History (U.S.) | 1 | ..... | 49 | 88 | 176 | 153 | 225 | 241 | ..... | 466 |
| Latin | 97 | 66 | 26 | 67 | 14 | 41 | 137 | 174 | ..... | 311 |
| Law & Economics ..... | ..... | ..... | ..... | ..... | 26 | 43 | 26 | 43 | ..... | 69 |
| Maldonian ..... | ..... | ..... | 5 | 24 | 10 | 23 | 15 | 47 | ..... | 62 |
| Manual Training | 58 | ..... | 19 | ..... | 10 | ..... | 87 | ..... | ..... | 87 |
| Mechanical Drawing | 31 | ..... | 17 | ..... | 7 | ..... | 55 | ..... | ..... | 55 |
| Meteorology ..... | ..... | ..... | 33 | 4 | 14 | 1 | 47 | 5 | ..... | 52 |
| Music Appreciation ..... | ..... | ..... | 19 | 12 | 14 | 24 | 33 | 36 | ..... | 69 |
| Office Practice ..... | ..... | ..... | ..... | ..... | 6 | 118 | 6 | 118 | ..... | 124 |
| Orchestra | 4 | 7 | 3 | ..... | 4 | 5 | 11 | 12 | ..... | 23 |
| Physical Education | 277 | 268 | 247 | 206 | 167 | 172 | 691 | 646 | ..... | 1337 |
| Physics ..... | ..... | ..... | ..... | ..... | 97 | 20 | 97 | 20 | ..... | 117 |
| Plane Geometry | 114 | 80 | 23 | 5 | 13 | 1 | 150 | 86 | ..... | 236 |
| Printing | 27 | ..... | 11 | ..... | 3 | ..... | 41 | ..... | ..... | 41 |
| Radio ..... | ..... | ..... | ..... | ..... | 22 | ..... | 22 | ..... | ..... | 22 |
| Review Mathematics ..... | ..... | ..... | ..... | ..... | 45 | 14 | 45 | 14 | ..... | 59 |
| Science (Int.) | 21 | 2 | 30 | 2 | 39 | 22 | 90 | 26 | ..... | 116 |
| Solid Geometry ..... | ..... | ..... | ..... | ..... | 51 | 7 | 51 | 7 | ..... | 58 |
| Stenography | 12 | 177 | 7 | 175 | 4 | 142 | 23 | 494 | ..... | 517 |
| Trigonometry ..... | ..... | ..... | ..... | ..... | 51 | 7 | 51 | 7 | ..... | 58 |
| Typewriting | 12 | 177 | 7 | 175 | 4 | 142 | 23 | 494 | ..... | 517 |
| Typewriting A ..... | ..... | ..... | 4 | 21 | 1 | 1 | 5 | 22 | ..... | 27 |
| Typewriting B ..... | ..... | ..... | ..... | 1 | 5 | 16 | 5 | 17 | ..... | 22 |

SCHOOL COMMITTEE

MEMBERSHIP IN ALL PUBLIC SCHOOLS
October 1, 1959

GRADES

| Ages | GRADES | | | | | | | | | | TOTAL |
|----------------------|--------|------|------|------|------|------|------|------|------|------|-------|
| | I | II | III | IV | V | VI | VII | VIII | IX | X | |
| 4 | | | | | | | | | | | 150 |
| 5 | 220 | | | | | | | | | | 522 |
| 6 | 559 | 166 | | | | | | | | | 744 |
| 7 | 41 | 563 | 153 | | | | | | | | 730 |
| 8 | 2 | 62 | 489 | 166 | | | | | | | 764 |
| 9 | | 13 | 77 | 520 | 154 | | | | | | 729 |
| 10 | | | 14 | 75 | 409 | 186 | 1 | | | | 776 |
| 11 | | | 1 | 12 | 102 | 475 | 189 | 1 | | | 700 |
| 12 | | | | 1 | 22 | 86 | 503 | 248 | | | 795 |
| 13 | | | | | 4 | 21 | 83 | 427 | 193 | 1 | 882 |
| 14 | | | | | | 1 | 37 | 92 | 308 | 86 | 754 |
| 15 | | | | | | | 2 | 9 | 29 | 240 | 120 |
| 16 | | | | | | | | 2 | 6 | 25 | 209 |
| 17 | | | | | | | | | 2 | 5 | 14 |
| 18 | | | | | | | | | | 1 | 507 |
| 19 | | | | | | | | | | | 701 |
| 20 | | | | | | | | | | | 609 |
| 21 | | | | | | | | | | | 159 |
| Total—1958 | 822 | 804 | 734 | 774 | 691 | 771 | 824 | 803 | 619 | 643 | 113 |
| No. Underage | 826 | 746 | 774 | 685 | 768 | 778 | 808 | 586 | 652 | 768 | 582 |
| No. Normal Age | 220 | 166 | 153 | 166 | 154 | 186 | 190 | 249 | 193 | 87 | 109 |
| No. Overage | 559 | 563 | 489 | 520 | 409 | 475 | 503 | 427 | 308 | 240 | 121 |
| % Underage | 43 | 75 | 92 | 88 | 128 | 110 | 131 | 127 | 118 | 316 | 314 |
| % Normal Age | 26.8 | 20.7 | 20.9 | 21.4 | 22.3 | 24.1 | 23.1 | 31.0 | 31.2 | 13.5 | 18.1 |
| % Overage | 68.0 | 70.0 | 66.6 | 67.6 | 59.2 | 61.6 | 61.0 | 53.2 | 49.8 | 37.3 | 40.5 |
| | 5.2 | 9.3 | 12.5 | 11.4 | 18.5 | 14.3 | 15.9 | 15.8 | 19.0 | 49.2 | 41.4 |

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ANNUAL REPORT FOR 1960

of the

SCHOOL COMMITTEE

and the

SUPERINTENDENT OF SCHOOLS

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Malden, Massachusetts

December 31, 1960

ANNUAL REPORT FOR 1960

of the

SCHOOL COMMITTEE

and the

SUPERINTENDENT OF SCHOOLS



Malden, Massachusetts

December 31, 1960

M 27
1960

Report of the School Committee

To His Honor, the Mayor, and Members of the City Council:

The report of the Chairman of the School Committee is hereby submitted for the year 1960:

This has been a year marked by progress both in the physical and educational facilities of our schools.

For several years the Committee has been plagued with the problem of overcrowded conditions in the Glenwood School and inadequate, antiquated housing for our Faulkner School students. Although we had taken measures in the past to alleviate these conditions in both schools, they were, at best, only stop-gap methods and did little to solve the basic problems.

During 1960, however, the Committee recommended a six-room addition to the Glenwood School and a 22-room replacement for the Faulkner-Pierce Schools. I am happy to report that Mayor John P. Donnelly accepted our recommendations and that both structures are now in the planning stage.

To eliminate inequities that existed in the salary schedule for teaching personnel, the Committee voted that each teacher be placed at his proper level on the salary schedule as of January 1, on the basis of professional training and experience. It was voted also to grant a salary increase to all personnel, effective in September of that year.

In keeping with the times, the Malden School Committee acknowledged the importance of regional planning and cooperation by participation in a planning group established to investigate the feasibility of constructing a regional vocational-technical high school. There has long been a need for this type of school for Malden students and perhaps the prohibitive expense of constructing such a building can be solved through the regional approach. We look forward to its realization in the near future.

Among the more important improvements in our educational facilities were the expansion of an already successful School Adjustment Counselling Program, the establishment of a temporary Supervisor of Elementary Science for our elementary system, and the creation of the permanent position of Supervisor of Elementary Education.

SCHOOL COMMITTEE

Complete details concerning the administration of our school system can be found in the thorough report of the Superintendent of Schools.

To all those persons associated with our school system including the Superintendent of Schools and my colleagues on the Committee, I extend my sincere thanks for their conscientious devotion and cooperation, and to Mayor Donnelly and the members of the City Council, I express my sincere appreciation for their assistance and cooperation during the past year.

Respectfully submitted,

LEONARD J. MULLEN, JR.
Chairman of the School Committee

December 31, 1960

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the School Committee of Malden:

I submit herewith my Fifteenth Report as Superintendent of Schools and the ninety-fourth in the series of annual reports by Superintendents of Schools in Malden.

As usual, there were retirements during the year but fewer than we ordinarily expect. Last year there were six; this year three. The retirements were as follows:

Mrs. Elizabeth E. Irving, a veteran of 41 years.

Mrs. Emma J. Nolan, whose total was 15 years in our system.

Miss Alice R. Peaslee, a teacher in the high school for 38 years.

Malden citizens should be very grateful to these three teachers for the devoted service which they gave to the children who came under their wing. They fully deserve the encomium which, I am sure, the citizens would give them if there were a "central voice."

The sudden death of Mr. Raymond T. Harrington in July, shortly after schools closed, brought a heavy loss to the school system. Mr. Harrington for thirteen years had been a teacher at the Boys' Junior High School Center at Beebe where his work was outstanding. He will sorely be missed not only by his students but also by his colleagues in the service.

Last year's report mentioned three courses undergoing review and revision — English for Junior High Schools; Health Education for Elementary Schools; and Elementary Science. The last two were completed in the fall of 1960. The Science Course was developed by a committee of teachers representing each grade level of the elementary schools and was under the chairmanship of Principal Frank A. Rhuland of the Glenwood School. The committee had worked faithfully for a year; and its product — our Course of Study — has already received commendation for its scope. The Course was given to the printer in the summer and was made available to the teachers on the opening day of schools in September. By vote of the School Committee in December, Mr. Rhuland was detached from the principalship of the Glenwood School and made temporary supervisor of Elementary Science for the year January 1, 1961, to December 31, 1961, in order to see to it that the Course of Study is thoroughly understood by all of the elementary teachers.

The Health Course of Study for the Elementary Schools has been under review and revision for a great many months but was finally completed in the latter days of the calendar year. Dr. Spencer had put in countless hours in organizing the procedures for the reviewing of our existing Course and the creation of a revised course. The manuscript was given to the printer with the expectation that it would be available in printed form the last of January, 1961.

The Course of Study in English in the junior high schools was undertaken two years ago by a committee of teachers under the chairmanship of Mrs. Sarah J. Fogg, a teacher of English at Beebe Junior High School. Various factors interfered with the normal completion of the Course; but it will be ready for distribution, we hope, by early spring, 1961. Mrs. Fogg was made supervisor of junior high school English by vote of the School Committee in June, with her term to run from September, 1960, to June, 1961.

A catalogue listing all of our audio-visual aids was published in the fall of 1960. This was prepared by the Coordinator of Instructional Materials, Miss Caro M. Grace, and has proved a great boon to our teachers in making readily available all kinds of teaching aids in the classroom to buttress the textbook instruction.

Newer concepts of mathematics for both the junior high and senior high schools are being taught in many of the leading school systems of the country. We have through the generosity of the School Committee been able to have a course in the newer concepts offered here in Malden to all teachers of mathematics in our junior high schools. This is a required course and will meet for two hours once a week through the 1960-61 school-year. It is proving a great challenge to our mathematics teachers.

The Institute for Teachers, usually held the last Friday in January each year, was moved up to October this year because of a number of factors contributing to make such a move desirable. The theme of the Institute was Mental Health for Teachers and Pupils. In general, it was well accepted although to a few teachers it was quite a "shocker." Dr. Mary E. Spencer, Director of the Department of Health Education, was chairman of the program. She had as chief speaker, Dr. Edward C. Daniels. There was also a panel discussion on the topic.

By what is now a time-honored custom, salaries again came up for discussion in November and December through presentation of data submitted by a joint committee of teachers from the Teachers

Association and from the Teachers Union. After long deliberation and taking into account the financial plight of the City for 1961, the School Committee reluctantly decided that it would not grant any salary increases for the 1960-61 school-year.

Real progress was made during the year in the conversion of heating plants in our schools to oil heat. This conversion has resulted not only in better heating but also in a much-reduced overtime payroll.

Attention was called in the report of last year to the need of replacing the Pierce and Faulkner Schools and for an addition to the Glenwood School. Support for both of these projects snowballed in the latter part of the year; and it looks as though the City Government might decide to erect a replacement for the Pierce and Faulkner Schools and a six-room addition to the Glenwood School. Feeling is strong on the part of the parents of children going to all three schools; and their insistence on something being done may prove vitally effective.

Also in last year's report there was reference to the development of a Regional Vocational High School. The representatives for the State Division of Vocational Education presented a very comprehensive report on the possibilities of one school or two schools for the areas interested; and committees are now at work trying to gain support with down-to-earth recommendations for the erection of at least one building. This will be a time-consuming task in view of all the formalities which have to be gone through before such a building is ready for occupancy; and it is not likely that such a building, when approved for construction, can be made ready for occupancy before September, 1963, at the earliest.

The redevelopment program for the Suffolk Square area involves two schools — the Daniels Elementary School and the Lincoln Junior High and Elementary School. Several meetings have been held with the City Planner, Mr. Robert Mayerson, in an effort to come to some understanding as to what part the schools will play in such a project; as of today, the School Committee has been reluctant to follow the urging of the City Planner to convert the Daniels School into a new junior high school and to convert the present Lincoln Junior High School into an elementary school. The matter, as yet, is not entirely closed.

From the foregoing, the reader will see that the school system

is in a state of flux and that there is little danger of stagnation taking place.

To the School Committee, I again extend my gratitude for its devotion to the solution of the multitude of problems which confront the school system and its patience and kindness to its Superintendent. The Superintendent extends to his co-workers his heartfelt appreciation of their loyalty and devotion to their work during the entire year.

The following are excerpts from the reports of staff and line officers which will contain much helpful information to interpret Malden school-life to its citizens.

Respectfully submitted,

CHESTER W. HOLMES
Superintendent of Schools

December 31, 1960

THE HIGH SCHOOL ----- John B. Matthews, Headmaster

This is my 18th report and my last as Headmaster of Malden High School. In this my last report there are many things I would like to say but since the report must be brief I will refrain from any lengthy remarks and will follow the usual procedure.

In June we graduated a class of 493 and in September we received an entering class of 531 from our three junior high schools, plus 55 from other schools. As our total enrollment in October was 1663 this was considerably lower than we had anticipated. If the present enrollment in the 9th grade in the three junior high schools is maintained and we have the normal transfer students from other schools, we shall be taxed to capacity. If the anticipated enrollment materializes and the Vocational School continues to need so much room, the prospect of double sessions for the high school is very good. This situation is not good.

In the area of admission to colleges, we were fortunate in getting our qualified students into college, perhaps not all in their first choices, but at least, in. It is going to be more difficult to get students into college as our population increases, hence it is essential to maintain our high standards of preparation.

In the Commercial department our graduates had no difficulty securing positions. In fact many concerns delay filling positions so

that they may get Malden High School girls. This situation is not new in our school for this department has maintained high students in spite of remarks made to the contrary. Perhaps it is true that some of our girls now in school who are working as secretaries in the various departments may make mistakes, "who doesn't?", but it does no good to the department to say that "their work has to be done over three or four times." Perhaps as good a recommendation as possible for this department is the fact that over the years many, many girls have worked efficiently and well in the Superintendent of Schools' Office from the time of Miss Davison and Miss Gladstone to the present staff which consists of at least three Malden High graduates.

Our faculty lost by retirement Miss Peaslee, a teacher of English in our schools for many, many years. Her service was sadly missed for she was an efficient teacher, one who went about her work quietly and with no fuss but always paying attention to the business at hand. My observation of the new crop of teachers leads me to believe that there is something lacking in these new teachers, something which the older teachers had and which schools need. Perhaps I, too, am getting old.

The increase in Latin enrollment necessitated the hiring of one more teacher in that department, Miss Nicholas, and my reports lead me to believe that she is doing well for a first-year teacher. There will be more vacancies on the staff next year and those vacancies should be filled by competent teachers.

One of the highlights of the year was our College Night sponsored by the Guidance Department, a full report of which will be given by Miss Moore.

The activities outside of the classroom again had a most successful year. Our school publications again received top honors, our musical groups were never better and our athletic teams had the most successful year in the history of the school. Once again may I repeat that our system of athletic control works beautifully for the best interests of all concerned. We are indeed fortunate in our coaching personnel, they are all school minded first and coaches second. Let nothing happen to the system.

Our class advisory system works well and teachers having these added duties have performed these duties uncomplainingly. I hasten to commend Mrs. Driscoll, Head Advisor to the Senior class; Mr. Sacco, Head Advisor of the Junior class; and Miss Norton, Head

Advisor of the Sophomore class. In fact I hasten to commend our entire faculty. For the most part they are a devoted group of teachers who have worked for the best interests of the school. Our Dean of Girls and the three Class Masters have rendered invaluable service to the school, they are outstanding; and finally the girls in my office who had perhaps the most-difficult task of all, for they have had to put up with me more closely than the others, but in spite of that, they have been ever loyal and faithful working as no other group could possibly work. To all of these I am most-profoundly grateful.

We have had our first class of Major Work students in the school. I have conferred with the teachers of these youngsters many, many times and we have some well-formed opinions about them, but it is too early to evaluate the whole picture. This class has had a hard time as you know; we hope the incoming classes will have been spared the experiences of this present class. The program should be encouraged by those who feel that some attention should be paid to the gifted as well as to other segments of our school population.

As I draw near to the end of my service to the high school, I am convinced more than ever that this is a "different" public high school. I seem to sense on the part of the faculty and students a respect and affection for the school which is so often lacking in other schools. It may be trite to say the spirit is good, but it is true nevertheless. The feeling that we have a good school should not make us complacent. We must be ever on the alert to keep our standards high and to improve with the times. Schools are not static but change simply for change's sake is not good. Be not the first on which the new is tried nor be the last to put the old aside.

So many people have been so helpful to me in bringing about those things that I have thought beneficial for the school that I can never adequately thank them. The School Committee, the central office, our own faculty and office help, Mr. Finn and the entire custodial staff, all have worked and worked hard for the best interests of our school. Forty-one years of service in the same vineyard is a long time but I have loved every minute of it or almost every minute. I hope I have not been an altogether unprofitable servant to one and all.

"Ave atque vale"

MALDEN VOCATIONAL HIGH SCHOOL, James A. Booth, Director

Placement of our graduates continues to be 100% and the reports we receive from employers are most gratifying. One graduate of the class of 1958 became the youngest master electrician in the state at the age of 21.

We received hundreds of thousands of dollars worth of electronics material and equipment from Government surplus. We have dismantled all the equipment, sorted, labelled, and placed in our newly-built electronics room which now occupies about one-quarter of the shop area. This presented a great deal of experience to the students as well as enriched the shop and laboratory of the Electrical Department. We also installed fluorescent lighting in these rooms.

Through the combined efforts of the Sheet Metal Department and Electrical Department, we installed two ventilation jobs on the fourth floor in the Machine related room and the Maldonian room.

The Physics room has been interchanged with the Electrical related room to provide closer correlation between the shop and related classes in the Electrical Department.

The use of the oscilloscope as a diagnostic aid was added to our automobile repair shop and has been added to the course of study in our related work. The Auto Shop has also introduced a new unit in the shop known as appearance reconditioning. The student is taught to restore the original finish of the automobile to look like new. Shampooing of the interior to remove grit, soil, and smoke residue is also done. This prepares the boys for the type of work they often do when first hired by a car dealer.

ART EDUCATION —————— M. Adelia Johnson, Director

Our Malden High School continues to earn recognition annually due to the untiring supervision of our capable art instructors. All activities center around the art department for assistance in the planning and execution of posters, stage scenery, decorations for dances, plays, and programs.

Out-of-doors on-the-spot drawings and painting lessons, have proven to be very interesting and also a novelty. When the old Center School was being demolished, a group of students made excellent drawings of the various stages of demolition. Exquisite decorations and

silk screen place mats were made and donated to the McFadden Nursing Home, during Christmas, this being a Junior Red Cross project.

We were fortunate in securing Mr. J. W. Cox, now the director of the New England School of Art, who gave a unique demonstration with water colors. It was a great inspiration to all students and I plan to have more well-known artists illustrate with various media in the future.

Visits to the Gardner Museum; Museum of Fine Arts; Massachusetts College of Art—Design Research; Fogg Museum; Boston Arts Festival; and several art galleries are but a few of the many interesting places that students from the art classes were privileged to attend under the guidance of their instructors.

The annual Scholastic Awards were exhibited in the foyer of Boston University's Fine and Applied Arts Building. Malden was well represented by students' work being hung, some with blue ribbons, gold keys, and others with both. The Federation of Women's Clubs of Massachusetts sponsored a poster contest which had monetary prizes. The highest awards were given to three of our art students with due ceremonies in Boston.

I should like to recommend that the art department be the sole users of a combined projection and slide machine. Visual aids are used when possible and films are loaned to us by the Malden Public Library. No one knows better than I, having been an instructor there, that such a machine is indispensable. I should also recommend proper lighting equipment which at present is extremely inadequate.

The Beebe Junior High School presents a major problem. Students in one section are crowded into one small room (which was formerly a storage space), for art instruction. This year the overflow stretches into the adjoining corridor. To teach effectively the teacher must not be frustrated by lack of materials; of space; and proper equipment such as tables and chairs and drawing boards. The present furniture is in very poor condition having been placed there when the school was built. Pupils vary in size and adjustable furniture is of utmost importance.

In spite of this inadequacy the art instructors managed a commendable art exhibit during the annual Spring Festival. A ninth-grade pupil (a gold-key recipient at the Scholastic Awards Exhibit) was privileged to have a one-man show of her water colors in our Teachers' Library, and for the Old and New Women's Club of Malden.

An additional loom was added this year which enabled more students to be taught the art of weaving.

In the Browne Junior High School, the art rooms continue to be used for homerooms. Both rooms lack adequate closet space for students' wearing apparel and insufficient bulletin display boards. I should like to see the art rooms of 106 transferred to the present sewing room whereby both art teachers could share the one storage space conveniently, and have the sole control of all art materials.

The Lincoln Junior High School has been handicapped in many ways due to the second fire in the Spring of 1960. Deprived of both the old basement art room (which is inadequate) and the new upstairs art room, the art instructors have become "floaters" which indeed is deplorable; and my department has been forced not only away from their respective rooms, but school, as some classes are held at the Daniels. All this is extremely frustrating as the art program has been limited while we try to fill the gap until these art rooms are restored.

In schools such as the Lincoln, Forestdale, and Linden, composite groups have made excellent contributions by decorating display window cases which add much, not only to the beauty of each school building, but allows for group participation.

The elementary grades, including Kindergarten, are visited as often as time permits. The great expansion of classes which seems to spiral higher each year, necessitates a larger budget. I should like to have an elementary assistant to teach and assist to maintain the fine standards which we now have. Our art program integrates all subjects. Through all art media the child will display his intelligence, his experiences, his emotions, and his training. His pictures will reflect his maturity. All children should be given encouragement to invent; to create; and be taught only as much technique as needed in order to be free to invent and create their own satisfaction. Creative art is living.

MUSIC EDUCATION — — — Dr. Herbert H. Silverman, Director

The Director of Music Education has visited all elementary grade classrooms, junior and senior high music classes, all instrumental and vocal ensembles, bands, orchestras, glee clubs, etc., as often as possible to provide supervisory aid, musical and educational assist-

ance, direction, and inspiration as well as to motivate the maximum of teaching and learning efficiency and growth, and to discuss evaluations of classroom activities and materials with each teacher. The Director has served as advisor to the Superintendent, the Assistant Superintendent, the Head Master, the various school Principals, and to the School Building Commission in all matters pertaining to music and music education.

In addition to the curriculum offering of vocal-instrumental and classroom music now in effect in the Malden Public Schools we have added a number of extra-curricular activities in music education at all grade levels. These organizations provide musical and educational opportunities beyond those possible in an individual classroom or school. The All-City Groups meet after school hours in a central location, are entirely selective, and are on a voluntary basis. These groups are the All-City Elementary School Orchestra, the All-City Elementary School Chorus, the All-City Junior High School Band, the Vocational High School Chorus, the Gifted Classes Orchestra, the Gifted Classes Glee Club, the All-City High School Band, Special Classes Chorus, the All-City String Orchestra, and Gifted Classes Music Appreciation Club.

Each of the foregoing groups meets weekly and presents a number of public concerts to the community.

By arrangement with the New England Conservatory of Music, fifteen practice teachers were assigned to the Malden Schools subject to the supervision of the Director of Music Education. This enables offerings to go to the children beyond the scope of our regular department activities. Some of these are Rhythm Ensembles, Flutophone Classes, Appreciation Classes, Instrumental Instruction, etc.

The Malden Schools All-City Band traveled to Kennebunk, Maine on a three day concert tour during spring vacation. Several weeks later the Kennebunk High School Band came to Malden for a three day stay and a joint concert was presented in Jenkins Auditorium to a capacity audience. The project was financed by the Malden Band Parents' Association which is sponsored by the Music Education Department.

We are proud that visitors from public schools, colleges and universities constantly visit and write concerning the music education offerings of the Malden Public Schools.

HEALTH EDUCATION ————— Dr. Mary B. Spencer, Director

From the many activities carried on by the School-Health department, during 1960, three have been singled out, because of space limitations, as significant achievements in the improvement of instruction and in-service growth of teachers, two major objectives for any supervisory department:

1. The publication of **The Teachers Guide To The School Health Curriculum.** This is a volume of about 528 pages which purports to give the teacher (1) a complete over view of our school health program; (2) A synthesis of content material in the six subjects subsumed under the title Health Education; and (3) A course of study in Health Education for grades K through VI. This volume was originally planned and written as six Teachers Guides for the programs in Nutrition, Mental Health, Safety, Physiology, Dental Hygiene, and Communicable Disease Control. To eliminate the added expense of bringing the material out as six publications with the attendant necessity for six book covers, the material was condensed and rewritten into a single text for teachers during the spring and summer months. The work was completed just before the opening of schools, but because of delays in the publishing process, it is not at this writing available for teachers. While the writing and editing of this volume took the lion's share of the director's time during the spring semester and practically the entire summer vacation, its use by the teachers during next semester will eliminate the need for voluminous departmental bulletins, guide sheets, and other teaching aids of a temporary nature.

2. The Mental Health Institute

The Mental Health Institute initiated and planned by the School Health Department became the 1960-1961 Annual Teachers Institute to obviate the need for dismissing all classes a second time during one scholastic year for in-service education of teachers. In addition to the speaking program, fifteen workshops for teachers were conducted by fifteen invited discussion leaders. As a result, many problems of concern to local teachers were brought to the surface for later administrative consideration. In all, more than one hundred Malden teachers participated on committees or in Workshop planning and discussion group assignments. Professional workers in the fields of social work, public health, and program planning, who participated in the Institute or who came at the request of the Chairman as observers rated the Institute extremely high. The teachers, in many

cases, saw it differently. But, despite the divergence of opinions among teachers, the Institute performed a definite service for teachers giving them an opportunity to express their feelings of concern and dissatisfaction. Their reports have led to administrative action to resolve these teacher problems. As an Institute for in-service training, it may eventually make its contribution to the improvement of teacher morale and mental health.

3. Classroom Visitation

All teachers at the elementary level have been visited at least three times this year. Teachers not on tenure have received four visits, and new teachers, five visits. Techniques of teaching or the use of teaching materials have been demonstrated at each of these visits.

Health teachers at the secondary level have been visited on a two-week schedule and monthly in-service meetings have been held with the director at her office. Fifty-one teachers at all levels (not on tenure) have been evaluated and their teaching profiles submitted to the Superintendent.

Changes in Personnel

At the junior high school level, there occurred a complete "turn-over" in our health teaching personnel because of marriage in one case and change of residence in two other cases. This necessitated the usual search for qualified personnel with its attendant time-consuming interviewing of many candidates from promising fields of preparation, since we cannot secure fully prepared health educators at our entrance salary. In one case, fifteen candidates were interviewed by the director. Eventually, all three positions were filled by the best available candidates, one coming from the field of science, one, from nursing, and one, through transfer from an elementary teaching position. Because in this field, we can secure only beginning teachers, a semi-weekly visit and conference was substituted at the junior high level for the usual bi-weekly visit. All new teachers give evidence of growth and promise at the end of their first four months with us.

Routine Procedures

The annual growth studies, safety survey, and mental health achievement survey have been carried out. Dental health month was celebrated in February.

Community Service

Because of the intensive nature of the work involved in writing the book for our teachers, the director had to limit both the number of visitors to our program and the outside committees on which she served.

Since over the years, the students at Harvard S. of P.H. (Health Education) and at the New England Medical Center, Tufts University (Nutrition), have visited us annually, they were accommodated once again last year. All foreign visitors directed to us by the U.S.P.H.S. and Harvard had to be refused.

SCHOOL NURSES ----- Grace L. Crowe, Director

I. Beginners Registration

During the month of April, 725 pupils were registered at the school by the school nurses. Parent-nurse conferences were held at this time. A medical history of these pupils was obtained from the parents. Policies concerning physical examinations, immunization, sudden illnesses, accidents, the visual and hearing programs and the dental program were interpreted to the parents.

II. Physical Examinations

Grades 1-4-7-10—95% examined by the family physician.
5% examined by the school physician.

The parents were notified of any defects discovered as the result of the school physician's examinations. Any recommendations to the school by the family physicians were followed through.

III. Hearing Tests

Kindergarten, Grades 1-7, new entrants, and referrals from the other grades were examined with the pure tone audiometer. The parents were notified of all defects found. 105 were examined by otologist.

The hearing of each child, according to the State Regulation, must be performed yearly using the pure tone audiometer. In the past this was done on alternate years. This will require additional help.

IV. Vision Tests

Grades 1-4-7-10-11-12 and referrals were tested by the nurses with the Massachusetts Vision Machine. The teachers tested the other grades using the Snellin Chart. The failures were referred to the school nurses. The parents were notified of the defects found. 316 failures were examined by Eye Specialists. In the future, according to State Regulation all pupils must be examined yearly. The tester must use the Massachusetts Vision Machine as the Snellin Chart is obsolete. Again this is time consuming and will require additional help.

V. Immunization Clinics sponsored by the Malden Board of Health and held in the various schools

Diphtheria, Tetanus and booster doses were given to those children requiring the same. First doses for Pre-School Children were held at the same time.

VI. Dental

25% of the children needing dental care were at the local health department clinic. More dental facilities are needed. Prophylactic treatment at the Forsyth Dental School has been discontinued on the recommendation of the school dentist. Pressure is being put on the school nurses by the parents for more dental facilities.

VII. Follow Through

Parents were notified of all physical defects found and advised in measures leading to correction.

VIII. Home Visits

About 600 home visits were made by the school nurses. They interpreted to the school personnel the situation in the home and how it affects the student's school program. They counseled with the parents about the health of their children and their adjustment to the school program. The nurses serve as contacts between the home and the school on health, mental, emotional, and social problems.

IX. First Aid

The nurses rendered first aid to 1,503 injured and ill students. All pupils referred to the physician are followed through by the nurses.

X. Communicable Disease Control

The nurses advise the teachers in the process of screening for communicable disease. In cooperation with the Malden Board of Health, the nurses arranged the immunization clinics. 594 pupils received booster doses for Diphtheria and Whooping Cough and Tetanus.

XI. Records

The nurses keep health records on all pupils. They help the school personnel to interpret data recorded on health records and to use the records as tools in the guidance of pupils.

XII. Exceptional Children

The nurses assist the Director of Special Education in interpreting the medical recommendations for adopting programs for the physically, mentally and emotionally disturbed children. Assists in case finding and referrals for special programs.

XIII. Mental Health

Recognizes signs of deviations from good mental health and assists the school personnel to obtain diagnosis when indicated. Helps parents obtain treatment for their children when needed.

XIV. Outside Agencies

Malden Camp Association

150 children were recommended by the school nurses to the Malden Health Camp Association. The nurses assisted in these pre-camp examinations which were held at the Legion Hall during the first week of May.

Lions Club

After conferences in the home twenty-six pupils were referred to the Lions Club for eye examinations, and glasses were obtained for those recommended by the oculist.

Kiwanis Club

The nurses assisted in referring children for the Christmas Party. Families in need of temporary help for milk were referred to the Kiwanis Club. The nurses work with the other welfare, social, health and private service organizations when indicated.

XV. State Department of Education

Mr. Joseph Ballotta, Assistant Supervisor in Education Division of Vocational Rehabilitation, held 16 conferences in the nurse's office in the high school. Six pupils with severe physical handicaps were processed by Mr. Ballotta and determined eligible for Vocational Rehabilitation. This department renders guidance and financial aid to these pupils.

XVI. Recommendation—Additional Nurse

To assist with vision-and-hearing acuity testing. 1200 pupils is the recommended pupil load for each nurse. The present load for the nurse in the high school is 1926. The high school nurse also serves Vocational, Girls Center, and the 6th-grade Major Work Shop. The high school nurse has a dual responsibility. In addition to the above she is responsible for the Health Service program for all the public schools. She has very little time for supervision of the School Nursing Program. Supervision is a full-time job for any nurse.

READING DEPARTMENT ————— Esther Faircloth, Director

Education is now considered a process which aims to bring about the maximum development of every child in terms of his unique nature and needs. We teach the child to read so that he may ENJOY the act of reading and the results. Success is essential to enjoyment. The primary emphasis, however, is not upon remedial reading; instead, developmental reading programs and the prevention of reading retardation are stressed.

Since we are already well-informed in the important area of phonics as an aid to better reading, this year has been geared to other ways of clarifying words and word-meanings. To insure consistent improvement many bulletins are sent out to the various schools, at all grade-levels.

Several things are done to encourage the student to improve his vocabulary. The reader receives teacher guidance in looking up difficult and intriguing words in the dictionary. The dictionary becomes a frequently used tool in the hands of the child. This is basic to word-power, since research has proven that good readers tend to use the dictionary more often than poor readers.

Teachers are furnished bulletins that outline the correct use of the dictionary. Sixteen ways of correct use are specified.

These factual bulletins have an important place in the area of reading. Source information should not be postponed but systematically and consistently taught in all grades, beginning with the construction of picture dictionaries at kindergarten level. If children are guided in the practical arts and letters they inherit the world of literature which is their birthright.

Reading is one of the most important tools in everyday study and work. In the school, reading is the basic tool that students use to learn about the world around them. All the subjects—writing, arithmetic, geography, history, spelling, and others—depend upon the students' knowledge of reading. They are taught with the textbook as a foundation which is richly supplemented by the teacher's creativity and plan.

This has been the year for increasing words and meanings. Reading and comprehension are synonymous. They read, not words, but thoughts.

We can never shrink from the responsibility of teaching reading as an important facet included in the language arts:—listening, speaking, reading, spelling, and writing.

SPECIAL EDUCATION ————— Bertha M. Howard, Director

The enrollment of the special classes of the Malden Public Schools in 1960 averaged between 155 and 160 pupils, 18 of these children being in the two classes for trainable children and the rest in the nine classes for the educable. In order to locate pupils for whom this special provision needs to be made, fifty-six individual intelligence tests were administered by the Director; and as a result, twenty-five pupils were diagnosed as sufficiently retarded in mental development to warrant placement in a special class. It is gratifying that early referrals are made to this Department by the schools, since placement of the mentally-retarded child in a program suited to his needs as early in his school life as possible is highly desirable. Nineteen of the pupils of first and second-grade age who were referred were found eligible for placement. In September, 1960, we had five new enrollments in the Trainable Classes; but with three having left—two to State Schools and one deceased—enrollment has remained much the same.

To fulfill our policy of retesting pupils already enrolled in special classes every two years, forty-four retests were administered; and, as usual, Stanford Achievement Tests were given in all the educable classes and annual progress recorded on each pupil's Correlation Chart. In June 1960 the usual Graduation Exercises were held with thirteen students graduating, five girls being awarded Red Cross Home Nursing certificates.

It is the duty of the Director to make a diagnostic study of each child placed in a special class. The completion of a set of eleven Sped Forms on each child is required by the State Department of Mental Health and Division of Special Education. These were compiled on thirty-three pupils in 1960. The teachers, principal, school nurse, and outside agencies are consulted; and several interviews with the parent are often required in order to establish an understanding of the advisability of the child's transfer from a grade. Conferences are often held with parents of pupils already in special classes in order to promote good relationships and help them solve their perplexities and problems.

Vocational forms are now compiled on all our pupils reaching the age of sixteen. These completed referral blanks are sent to the Massachusetts Rehabilitation Commission for evaluation to determine those who are eligible for vocational rehabilitation. No follow-up has been evident up to this time as a result of this survey of abilities of our pupils.

Our Department suffered the loss of a good teacher in the death of Raymond T. Harrington in July, 1960. He was replaced by a former Special-class teacher, Mrs. Marion Schoppet, who found it necessary to resign on November 1 because of home conditions. Mr. Martin Stanton, a Wakefield teacher, was appointed to the position.

Two social occasions were held during the school year. In February, the Girls Center presented a Hawaiian program of folk songs and dances as the culmination of a unit of study of Hawaii. It was presented during school time, when a luncheon was prepared and served by the girls to those attending; and again at an evening meeting of the League for Help of Exceptional Children. In the spring, the Department held a Commencement Dinner and Dance, our first occasion of this nature. There were about seventy guests, consisting of the graduating classes, the School Committee, other school personnel, and the League officers. The League financed the affair, which was held at the Girls Center.

The League for Help of Exceptional Children has been instrumental in organizing our pupils into Boy Scout Troops and Camp Fire Girls groups, which are providing a much needed outlet for outside social experiences. Other projects under consideration are the establishment of a pre-school nursery for retarded children under the auspices of the State, and a recreational summer program for the pupils of our Department to be conducted by the Park Department of the City of Malden. None of these is a school activity, but does involve the Director and mentally-retarded children.

PHYSICALLY-HANDICAPPED CHILDREN

Mrs. Dorothy B. Dennis, Director

The annual census of physically-handicapped children of school age, public and parochial, who are attending school, receiving home instruction, attending special schools, or hospitalized totals 568.

Education for physically-handicapped children includes home-teaching for those unable to attend school; classroom adjustment for those handicapped but able to attend school; institutional placement; lipreading and auditory training for the deaf and hard-of-hearing; Braille instruction for the blind; and speech therapy for those with defective speech.

Home Instruction

Sixty-three students received home instruction this year. The grades covered were from Grade One through Grade Twelve in both public and parochial schools. Instruction averaged five periods per week per student.

The instruction of many short-term students, due to recent removal of two-months minimum expected absence restriction, has led to more concentrated and stream-lined methods of home instruction and the use of more parttime teachers, particularly on the high-school level. Instruction in 1960 was given by four full-time and nine part-time instructors.

Lipreading, Auditory Training, and Tutoring for the Hard-of-Hearing and Deaf

Thirty-three children and adults were helped by Mrs. Church this year. Mrs. Church, who is recognized as an outstanding authority

in her field in New England, is now President of the New England Lipreading Teachers Association. The first of our children classified as severely deaf, this year completed the sixth grade, and he is adjusting successfully in the junior high school.

Braille Instruction and Education of the Legally Blind

The Blind Center at the Emerson School every year excels the accomplishments of the year before. The enthusiasm and pride of the classroom teachers in whose rooms these children are enrolled are most gratifying. This year the children have participated more fully in the life of the school, such as participating in assemblies and playground activities.

Speech Therapy

The comparative stability in our staff has greatly improved this service this year. Specifically, a new approach to speech therapy among the mentally retarded and trainable classes is showing excellent educational results. Closer co-operation between the classroom teacher and the speech therapist and closer correlation between the work of the therapist and the classroom subjects have shown good results. Speech therapy was given to 327 students in our public schools this year.

Home-to-School Telephone

This is the first year that we have used this system in a junior-high-school situation. The subject-teachers have given co-operation to a remarkable extent, even to making frequent voluntary home calls in order to show personal interest in the home student.

The department is grateful also to the Malden Kiwanis Club, The Malden Lions Club, and the Italian-American War Veterans for their continued help and interest.

GUIDANCE DEPARTMENT — — — Dr. Helene Moore, Director

Explaining the work of a Guidance Department poses problems, especially for one actively in the field. A service which deals with personality development and with educational and vocational plans, is difficult to analyze.

Continuing growth is characteristic of the Guidance Department in Malden. The Director plans guidance activities and relates them to the responsibilities of other departments. Weekly conferences with counselors at Beebe, Browne, and Lincoln help to coordinate the services offered in the secondary schools.

Placement of girls in both part-time and full-time positions is one of the director's particular interests. A series of lessons in retail-selling techniques to interested girls before the holiday shopping season is offered. Local merchants cooperate in the lessons and in the placement of trainees. More-extensive placement activities in the spring are organized for graduating girls who are not planning to continue education after high school. The placement of boys is under the supervision of a counselor in the high school.

A very active service of guidance is offered in the Evening School, to enable men and women who left school prior to their graduating, to complete their requirements and secure high-school diplomas or equivalency certificates from the State Department of Education. Ten certified subjects, taught by well-qualified teachers, are offered and many young people not only from Malden but from many adjoining communities avail themselves of this opportunity. Counseling with these adults, helping them to fill in their educational lacks, and in some instances, prepare themselves for further education, presents a real challenge.

An important project for the school year was the College Night program planned by the Guidance Department. College choices of students at Malden High School were surveyed, outstanding speakers invited, including Dr. Thresher of M.I.T. and Mr. Oliver of B.U. and an opportunity was given to interested parents to participate in a series of discussions presented at the high school on November 2nd, with over 1400 in attendance.

College admissions and the attendant perplexities demand a share of the attention of Guidance personnel at Malden High School. But guidance counselors have other responsibilities as well. They conduct group conferences for the presentation of educational and vocational information and for the interpretation of test results. Discussions with students, teachers, and parents on matters of academic achievement, course selection, and career planning are part of their daily routine. Individual problems of adjustment are handled in counseling sessions with students.

The filing cabinets, display racks, and book cases prominent in the Guidance offices, and made possible through NDEA, indicate the kind of background material that is available to counselors and to those they counsel, so that important decisions may be made on adequate and accurate foundations. Less apparent, but also important, is the background the counselors must maintain by continuing study, by attending meetings with their colleagues, and by joining in field trips to schools and to locations of possible employment for the students they counsel.

In the three junior high schools of the city—Beebe, Browne, and Lincoln—the duties of the guidance counselors are similar. These counselors meet seventh and eighth-grade groups regularly. In these group Guidance classes study skills and occupational information are typical topics. The counselors use films and tape recordings, as well as books and pamphlets to present material to these groups. In addition to their class schedules, the counselors arrange individual conferences. In the spring—course selection time—these conferences are especially important.

Although formal guidance begins with the junior high schools, records which begin with the first grade and accumulate all kinds of pertinent data relative to each child, are of inestimable value to these counselors. This information, together with anecdotal record sheets from grade-six teachers, assist the pupils to make happy and satisfying transitions from elementary to secondary schools.

The heart of the Guidance Department is the counseling service. Guidance counselors hope that they can create an atmosphere of trust and mutual respect in which pupils may feel free to develop their inner strengths, to explore their nagging uncertainties, to formulate their nebulous ambitions. In this sense, counseling offers a special opportunity to each student. In a relationship in which each finds acceptance, each may develop his unique personality.

DEPARTMENT OF TESTING — — — Arline J. Walton, Director

It is increasingly apparent from the attention being given to "Testing" by educators and the lay public that we in the schools have an obligation to ourselves and our pupils to maintain and evolve as efficient and comprehensive a testing program as possible. To report the work of such a department must of necessity be given rather in the line of statistics and description of somewhat-routine procedures,

but hidden within those reports is much basic information vital to those in the Malden public schools who believe in our philosophy of "know each child," and, "provide an education geared to each child's needs."

By starting with Grade 1 and giving an intelligence test thereafter in Grades 3, 6, 8, 10 as well as a battery of achievement tests in Grades 3, 6, 8, 10, extensive test data are recorded on the pupil's cumulative record card which may be referred to by persons entrusted with the individual's educational or personal guidance. In addition, we also have an excellent source of data by which we can evaluate educational progress and gear our curriculum.

During the past year both Boston University and Harvard Graduate Schools of Education have used some of our results for special studies.

In addition to the group tests last year over 85 individual intelligence tests were given by the Director of Testing plus special tests for small groups.

In order that teachers be oriented as to the correct testing procedures and interpretation, the Director held meetings with them by grades and all teachers new to the Malden system or testing situation were given special instruction both at small meetings and by building visits.

It is recommended that the Director be allotted at least ten minutes at the in-service training sessions held previous to the opening of school so that all new teachers will at least be alerted to the fact that test records are involved at every grade level via the cumulative record card.

For the first time, at no cost to the individual, all pupils in the sophomore class of the high school were given a battery of tests involving one and a half days testing time. These Iowa Tests of Educational Development are electronically scored by the Science Research Associates and each pupil receives an individual profile as well as the school receiving an analysis of the total results. For 1960 this involved two sessions of planning, one for the sophomores in June and one for those entering in September. From now on the service will be extended to the entering Grade 10 only.

Also in the high school a diagnostic reading test was given to all incoming sophomores. Each pupil was given his or her results

with the Director of Testing giving interpretation wherever necessary by visiting classes or holding teacher conferences.

As well as making referrals to the other special departments such as Reading and Special Education, numerous contacts were made with the School Adjustment Counselors, a relatively-new service in our system, who consult our testing results or ask for special tests and interpretation.

The Major Work Classes are now in the sixth year. Considerable time was devoted by the Director in screening pupils for the incoming classes and in keeping careful records of their progress. Where other vacancies occur, testing must also be done for replacements.

In conjunction with this program for the gifted, the Director worked with similarly-interested personnel from the public schools of Lexington and Cambridge and arranged for an afternoon of workshops and a dinner meeting which was attended by all personnel who have direct contact with the gifted classes. This initial meeting was held in Lexington with Malden hoping to return the hospitality in 1961.

The Director of Testing has attended as many professional meetings as possible and served as a member of the Committee on the Gifted of the Division of School Psychologists of the American Psychological Association. She also served as a member of the Board of Directors of the Malden Mental Health Association.

Many parent conferences have been held and the Director was asked to speak before the local Parent Teacher Associations four times, as well as serving on a panel at the Beginning Teachers Conference sponsored by Pi Lambda Theta. At the invitation of the State Department of Education she was a main speaker at a regional meeting held in Grafton.

In addition to distributing materials, writing directions, organizing records and individual reports, analyzing school and city-wide test results, some 9,000 answer sheets have been machine-scored. This was done primarily by the Director alone.

ELEMENTARY PHYSICAL EDUCATION — David I. Walsh, Director

The program of physical education offered to the elementary school child serves to increase his health, happiness, democratic spirit, and character, thereby enriching his life. Physical education gives

boys and girls experiences in democratic living, provides a medium for promoting physiological and emotional health, and teaches skills useful in wholesome recreation.

In the broad cultural aims of education we find that physical education plays an important part. When we consider its health values we find that activity for children ranks in importance with food and sleep and is essential to their normal growth. An enormous amount of vigorous movement and strong, energetic use of the large muscles are necessary for the development of the organic systems of the body.

This exercise which helps to develop other systems of the body, aids in the development of the nervous system.

The adult who participated in an adequate amount of vigorous outdoor exercise, as a child, will be better able to meet the strain and tensions of life.

Values of good health may stem through wisely-guided physical-education experiences. Play is the child's vocation and activity is part of nature's plan for growth. Therefore, physical education can help satisfy the basic, biological need for activity.

When we consider recreation values we find that physical education contributes much to the enrichment of personality, to happy living in childhood through the development of play skills. Children need help and practice in order to play better.

The development of self-confidence is one of the important values of play skills. The ability to play satisfactorily with others and to participate in games and sports has great social value. There is no better way to get acquainted than through association in play, from which lasting friendships frequently develop.

Release from strain is a great contribution of physical education to recreation. The fast tempo of present-day life causes great tension. Thousands of Americans are living in cramped housing conditions aggravated by the noises of radio, T.V., automobiles and trucks. All these conditions of the physical environment may produce strain in children.

Vigorous and joyous play helps to offset these strains for it breaks down the protective wall which each individual builds to hide from others his turmoils and conflicts. Physical education provides many opportunities to laugh and when properly guided, can be a significant tool in the integrating process for children.

The democratic values of physical education are many, for one of the fundamental needs of children in American culture is to learn to live cooperatively with others. It implies respecting the rights and feelings of others and sharing materials and ideas with them. It implies working and playing in a friendly and helpful manner. Learning to do all these things is learning to live in a democratic way.

Progress in the Elementary Physical Education Program:

1. Provision is made in the curriculum of the Malden Elementary schools for teaching physical education daily. This does not include the time given to recess and the noon recreation period. The yearly program is divided as follows:
 - 1) FALL: Football fundamentals, dodgeball, kickball, relays, and singing games.
 - 2) WINTER: Physical exercises, gym and classroom games, folk and square dances, marching and self-testing activities.
 - 3) SPRING: Softball, kickball, dodgeball, relays, volleyball, and rhythmic activities.
2. The laying-out of the permanent markings for the various school play areas has been a continuous project. It can be reported here that this project has resulted in the efficient use of the play areas and a greater measure of safety for our pupils.
3. All grades, both primary and intermediate, were given instructions in physical education activities in each individual classroom as well as the gymnasiums.

Recommendations:

To meet the needs of an adequate and complete city-wide program of physical education in the elementary schools, it is recommended:

1. that in future elementary school construction, consideration should be given to the provision for adequate physical education facilities.
— that an adequate gymnasium be an integral part of the elementary school building.

(There was no provision made for physical education activities in the construction of the Lincoln Elementary School.)

2. that the Lincoln school-yard to the rear of the Junior High Build-

ing be entirely covered with black top with suitable drainage, as soon as construction on the building is completed.

— that a small section of this yard be fenced off for a parking area thereby eliminating any vehicular traffic on the playing surface.

N.B.—This is the only school-yard not surfaced with black top.

3. That the following school-yards be fenced in with chain link fence:
 - 1) Emerson—Adams and Emerald Street sides at rear of the building.
 - 2) Maplewood—Complete fencing by extending the Laurel Street side to the Fire Department property.
(This is an **extremely dangerous** situation with children running out into the street during game activity.)
4. That parking on all school playgrounds be halted completely. Each year we see a gradual increase of the use of the playgrounds as parking areas during the school hours. The black top surface on these grounds was never meant to support the weight of automobiles. Grease and oil stains are a hindrance not only to the markings of the play areas, but also to the children's clothing.
— on one occasion while the pupils were actively engaged in play, a car was seen driving through the yard, endangering the children.

CENTRAL EVENING SCHOOL — — — John J. Qually, Principal

During the year 1960, there was a noticeable growth in the number of young men and women attending the academic department of the Central Evening School. This department of the school works in co-operation with the Massachusetts Department of Education and also with the high school and is able to offer an academic program of fully-accredited high-school subjects leading towards a state equivalency certificate or a high-school diploma. Due to the increase in the number of pupils taking English and chemistry, a second teacher was hired for each of these subjects. Physics, which had been re-introduced into the Evening School program in 1959, had to be dropped this year since the instructor had resigned from the Malden School System and no replacement could be found. However, the academic department was able to offer ten full-credit courses in mathematics, geometry, algebra, history, biology, chemistry, and English.

Noticeable growth also took place in the number of persons registering for the art course due, apparently, to a current greater interest in painting. The number of men and women enrolling for the art course doubled over the number enrolling in previous years, necessitating the hiring of an additional teacher. However, two courses, Public Speaking and Law for the Layman were dropped due to lack of interest, and a course in Driver Education which had been introduced into the Evening School in 1959 was not repeated.

The Central Evening School, located at the high school, has in past years had one of its sewing classes located at the Lincoln Junior High School for the convenience of women in that section of the city. As this room was damaged by a fire at that school, the Central Evening School was unable to continue this class. However, an afternoon sewing class, meeting two afternoons a week, was started at the high school and has proved very satisfactory.

INSTRUCTIONAL MATERIALS CENTER,

Caro M. Grace, Coordinator

Induced by the impetus provided by NDEA funds from the Federal Government and by the concern engendered by the controversial issues involving teaching machines and programmed learning, the year of 1960 has witnessed an unprecedented concentration of interest in the field of instructional materials. As a concomitance to the general situation, interest in the Instructional Materials Center has continued to grow as is evidenced by the increased circulation and the diversification of activities. Services of the more-formalized regimen included:

1. The addition of the Beebe and Lincoln Junior High Schools to the list of minimally-basic equipped schools increasing the total from seven to nine.
2. The continuation of standardization and maintenance of equipment and parts throughout the system.
3. The selection and correlation of instructional materials as provided for in the department budget.
4. The in-service education of new teachers at the annual pre-school workshop, and the individual instruction of teaching personnel in the use of basic equipment.

5. The revision of all teaching manuals and the preparation of subject matter correlations by teaching units in the areas of vocational education, of elementary Science, and both elementary and secondary Social Studies.
6. The procurement and circulation of materials other than those owned by the school department. There was an increase of better than 70 percent in usage of exhibits from the Children's Museum.
7. The maintenance of resource and reference materials.
8. The continuation of liaison service in the area of educational television including program distribution, evaluation tabulations, attendance at committee meetings, etc.
9. The organization of a Student Projection Club composed of 30 fifth and sixth grade boys instituted to free the teachers from the mechanics of projection and to widen the students' horizons by the addition of a new skill.
10. The establishment of such lines of communication (bulletins, exhibits, demonstrations, etc.) as the limitations of time and current facilities permitted.

This year the services of the Center were extended to include:

- (1) one of the most basic functions of a department of this type — that of working with curriculum-revision committees. In this capacity the coordinator worked in close cooperation with the Science Revision Committee under the direction of Mr. Frank Rhuland, and provided for (a) previews of new materials being considered by the committee for purchase; and (b) the correlation of all system-owned materials with the individual units of the newly-revised course of study. Similarly, she provided the Department of Health Education with evaluations and listings of instructional materials for use in their new publication — *Teachers' Guide to Health Curriculum*.
- (2) publication of the first hard-cover, permanent-type catalogue listing all instructional materials available at the Center, arranged by type and according to subject-matter areas. In order to do this the Coordinator worked the entire summer without remuneration.

In addition, the Coordinator was elected recording secretary of the Massachusetts Audio-Visual Association. She served as a delegate and as a member of the Planning Committee for the Northeast Regional Leadership Conference. She attended the DAVI National Convention as a consultant for a discussion group and was invited by DAVI to serve as a staff member in the curriculum materials display rooms at the National Association of Principals Convention.

She fulfilled speaking engagements at PTA groups and furthered good public relations by (1) showing films for Malden civic groups; (2) assisting PTA groups in selecting suitable equipment for gifts to the schools; and (3) evaluating new materials for commercial organizations. As coordinator, she is available at all times to assist any principal, director, teacher, or committee in whatever capacity they may require her services.

ADULT CIVIC EDUCATION ——— Charles A. Rossiter, Director

While we teach a great variety of the foreign-born in our program, war brides continue to be a large part of our student-body in our Evening Division. Due to President Eisenhower's recent policy of returning servicemen's dependents to this country, an increase in such students is predicted for the immediate future.

The Oriental war brides, although not the most numerous, are more easily noticed and have been unusually eager to obtain their American citizenship and learn the English language to impress their American in-laws. Their attitude inspires their teachers who in turn urge all of the students to persevere in their studies. Their long-sought-for goal is the same one most of us achieved quite easily by the fortunate accident of birth in the United States.

Our department policy of a moderate expenditure each year for new reading materials has resulted in our having up-to-date books and workbooks in all of our classes. Fortunately the fire at Lincoln Junior High School left our materials there untouched.

Our tape recorder, long since approved by the School Committee in our budget of three years ago, seems on the verge of being purchased and delivered. As in the modern language courses, the use of this instrument is expected to greatly assist the teachers in showing the pupils where they stand in language performance and then periodically how much they have improved. Remedial work in enuncia-

tion and pronunciation can be put on a more-personal basis. After hearing a playback of their voices, students are more easily persuaded to attempt improvements.

Malden still continues to serve the neighboring communities of Saugus, Melrose, Wakefield, and Everett by teaching their candidates for citizenship and English for the foreign-born and subsequently billing the respective School Departments as required by State Law. The Town of Reading was added to the list this year when it sent a student. Great credit should be given these out-of-town students who come here to school from a distance after having done a day's work.

Our annual graduation is an inspiration to the student-body and friends and also to the representatives of the city's patriotic societies who come to pay tribute and make awards to certain worthy graduates. The speeches by the students tell of their personal experiences and of obstacles overcome in their quest for citizenship.

Number of Pupils in Malden High School, December, 1960

| Course | 10 | 11 | 12 | Total |
|----------------------|-----|-----|-----|-------|
| General | 263 | 309 | 326 | 898 |
| College | 167 | 107 | 106 | 380 |
| Scientific | 29 | 29 | 38 | 96 |
| Commercial | 103 | 74 | 70 | 247 |
| Post Graduates | | | | |
| Totals | 562 | 519 | 540 | 1621 |

Number of Pupils Entering High School From Junior High School — June, 1960

| | Graduated from Junior High June, 1960 | | Entered High School Sept., 1960 | | Total Graduated | Total Entered | Per cent Entering |
|---------------------|---|-----|---------------------------------------|-----|--------------------|------------------|----------------------|
| | B | G | B | G | | | |
| | | | | | | | |
| Beebe | 102 | 103 | 93 | 102 | 205 | 195 | 95.12 |
| Browne | 91 | 86 | 77 | 81 | 177 | 158 | 89.26 |
| Lincoln | 99 | 94 | 91 | 87 | 193 | 178 | 92.22 |
| Total | 292 | 283 | 261 | 270 | 575 | 531 | 92.34 |
| Other Schools | | | 14 | 8 | | 22 | |
| Repeating | | | 15 | 8 | | 23 | |
| Parochial | | | 5 | 6 | | 11 | |
| Total | | | 295 | 292 | | 587 | |

1960 - 1961

Average age of Class 10 in Senior High School in September:
15 years 4 months

**Number of Pupils Taking the Different Studies in
Malden High School, December, 1960**

| Subject | B ¹⁰ | | B ¹¹ | | B ¹² | | Total | | Grand Total |
|---------------------------------|-----------------|-------|-----------------|-------|-----------------|-------|-------|-------|-------------|
| | B | G | B | G | B | G | B | G | |
| Accounting ..... | ..... | ..... | ..... | ..... | 6 | 31 | 6 | 31 | 37 |
| Aeronautics ..... | ..... | ..... | ..... | ..... | 23 | ..... | 23 | ..... | 23 |
| Algebra 1 | 56 | 8 | 39 | 6 | 8 | ..... | 103 | 14 | 117 |
| Algebra 2 | 3 | 1 | 117 | 56 | 29 | 4 | 149 | 61 | 210 |
| Band | 13 | 18 | 9 | 21 | 7 | 18 | 29 | 57 | 86 |
| Biology | 39 | 44 | ..... | ..... | 64 | 88 | 103 | 132 | 235 |
| Blue and Gold ..... | ..... | ..... | 5 | 14 | 6 | 12 | 11 | 26 | 37 |
| Bookkeeping | 14 | 88 | 6 | 58 | 1 | 1 | 21 | 147 | 168 |
| Chemistry | 1 | ..... | 111 | 62 | 7 | 15 | 119 | 77 | 196 |
| Commercial Geography | 15 | 86 | ..... | ..... | ..... | ..... | 15 | 86 | 101 |
| Domestic Arts ..... | ..... | 46 | ..... | 46 | ..... | 37 | ..... | 129 | 129 |
| Elementary Functions ..... | ..... | ..... | ..... | ..... | 27 | 5 | 27 | 5 | 32 |
| Electricity & Mechanics ..... | ..... | ..... | 20 | ..... | 3 | ..... | 23 | ..... | 23 |
| Elementary Music Theory ..... | ..... | ..... | 3 | ..... | 8 | 5 | 11 | 5 | 16 |
| English | 285 | 281 | 275 | 261 | 250 | 323 | 810 | 865 | 1675 |
| Freehand Drawing | 5 | 9 | 5 | 12 | 3 | 13 | 13 | 34 | 47 |
| French | 46 | 65 | 75 | 76 | 40 | 75 | 161 | 216 | 377 |
| General Business Practice ..... | ..... | ..... | 9 | 31 | 31 | 30 | 40 | 61 | 101 |
| General Mathematics | 84 | 22 | 16 | 2 | 18 | 4 | 118 | 28 | 146 |
| German | 28 | 6 | 36 | 14 | 41 | 22 | 105 | 42 | 147 |
| Health ..... | ..... | ..... | 38 | 57 | 43 | 30 | 81 | 87 | 168 |
| History (Anc. & Med.) | 157 | 55 | 57 | 28 | ..... | ..... | 214 | 83 | 297 |
| History (Modern Eur.) ..... | ..... | ..... | 221 | 148 | 24 | 19 | 245 | 167 | 412 |
| History (U. S.) ..... | ..... | ..... | 33 | 76 | 196 | 211 | 229 | 287 | 516 |
| Latin | 105 | 108 | 18 | 49 | 18 | 52 | 141 | 209 | 350 |
| Law & Economics ..... | ..... | ..... | 17 | 15 | 18 | 47 | 35 | 62 | 97 |
| Maldonian | 3 | 7 | 4 | 25 | 7 | 28 | 14 | 60 | 74 |
| Manual Training | 63 | ..... | 30 | ..... | 6 | ..... | 99 | ..... | 99 |
| Mechanical Drawing | 30 | ..... | 24 | ..... | 17 | ..... | 71 | ..... | 71 |
| Meteorology ..... | ..... | ..... | 32 | ..... | 21 | ..... | 53 | ..... | 53 |
| Music Appreciation ..... | ..... | ..... | 13 | 12 | 23 | 17 | 36 | 29 | 65 |
| Office Practice ..... | ..... | ..... | ..... | ..... | 1 | 96 | 1 | 96 | 97 |
| Orchestra | 5 | 7 | 5 | 7 | 4 | ..... | 14 | 14 | 28 |
| Physical Education | 272 | 281 | 203 | 132 | 174 | 191 | 649 | 604 | 1253 |
| Physics ..... | ..... | ..... | ..... | ..... | 94 | 27 | 94 | 27 | 121 |
| Plane Geometry | 109 | 93 | 23 | 8 | 16 | ..... | 148 | 101 | 249 |
| Printing | 23 | ..... | 13 | ..... | 6 | ..... | 42 | ..... | 42 |
| Radio ..... | ..... | ..... | ..... | ..... | 15 | ..... | 15 | ..... | 15 |
| Review Mathematics ..... | ..... | ..... | ..... | ..... | 6 | 10 | 6 | 10 | 16 |
| Science (Int.) | 52 | 13 | 19 | 4 | 3 | 3 | 74 | 20 | 94 |
| Solid Geometry ..... | ..... | ..... | ..... | ..... | 17 | 5 | 17 | 5 | 22 |
| Stenography | 18 | 166 | 5 | 155 | 1 | 140 | 24 | 461 | 485 |
| Trigonometry | 22 | 2 | ..... | ..... | ..... | ..... | 22 | 2 | 24 |
| Typewriting | 18 | 166 | 5 | 155 | 1 | 140 | 24 | 461 | 485 |
| Typewriting A ..... | ..... | ..... | 1 | 10 | 1 | ..... | 2 | 10 | 12 |
| Typewriting B ..... | ..... | ..... | ..... | ..... | 2 | 13 | 2 | 13 | 15 |

MEMBERSHIP IN ALL PUBLIC SCHOOLS
October 3, 1960

SCHOOL COMMITTEE

37

| Ages | GRADES | | | | | | | | | | | Special | Centres High | Centres Junior High | Home Students | Kindergarten | TOTAL | |
|----------------|--------|------|------|------|------|------|------|------|------|------|------|---------|--------------|---------------------|---------------|--------------|-------|------|
| | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | | | | | | | |
| 4 | | | | | | | | | | | | 5 | | | 147 | 147 | | |
| 5 | 174 | 178 | 1 | | | | | | | | | 528 | | | 528 | 702 | | |
| 6 | 594 | 549 | 155 | | | | | | | | | 2 | | | 2 | 780 | | |
| 7 | 42 | 525 | 137 | | | | | | | | | 1 | | | 1 | 753 | | |
| 8 | 4 | 55 | 72 | 478 | 161 | | | | | | | 14 | | | 2 | 737 | | |
| 9 | | | | | | | | | | | | 8 | | | | 723 | | |
| 10 | | | | | | | | | | | | 16 | | | 2 | 763 | | |
| 11 | | | | | | | | | | | | 16 | | | 2 | 711 | | |
| 12 | | | | | | | | | | | | 12 | | | 2 | 779 | | |
| 13 | | | | | | | | | | | | 14 | | | 2 | 883 | | |
| 14 | | | | | | | | | | | | 14 | | | 1 | 745 | | |
| 15 | | | | | | | | | | | | 12 | | | 3 | 633 | | |
| 16 | | | | | | | | | | | | 2 | | | | 623 | | |
| 17 | | | | | | | | | | | | 2 | | | | 453 | | |
| 18 | | | | | | | | | | | | 2 | | | | | | |
| 19 | | | | | | | | | | | | 1 | | | | 91 | | |
| 20 | | | | | | | | | | | | 1 | | | 1 | 12 | | |
| Total | 814 | 786 | 772 | 705 | 765 | 694 | 773 | 803 | 820 | 625 | 567 | 580 | 0 | 112 | 27 | 17 | 677 | |
| Total—1959 | 822 | 804 | 734 | 774 | 691 | 771 | 824 | 803 | 619 | 643 | 667 | 582 | 8 | 113 | 28 | 17 | 9537 | |
| No. Underage | 174 | 178 | 156 | 137 | 161 | 146 | 182 | 172 | 245 | 190 | 144 | 173 | 0 | 0 | 0 | 0 | 9572 | |
| No. Normal Age | 594 | 549 | 525 | 478 | 507 | 422 | 467 | 509 | 420 | 311 | 316 | 323 | 0 | 0 | 0 | 0 | 2205 | |
| No. Overage | 46 | 59 | 91 | 90 | 97 | 126 | 124 | 122 | 155 | 124 | 107 | 84 | 0 | 112 | 27 | 0 | 528 | |
| % Underage | 21.4 | 22.6 | 20.2 | 19.4 | 21.0 | 23.6 | 21.4 | 29.9 | 30.4 | 25.4 | 29.8 | 0.0 | 0.0 | 0.0 | 0.0 | 21.7 | 23.1 | |
| % Normal Age | 73.0 | 69.9 | 68.0 | 67.8 | 66.3 | 60.8 | 60.4 | 63.4 | 51.2 | 49.8 | 55.7 | 55.7 | 0.0 | 0.0 | 0.0 | 0.0 | 78.0 | 62.6 |
| % Overage | 5.6 | 7.5 | 11.8 | 12.8 | 12.7 | 18.2 | 16.0 | 15.2 | 18.9 | 19.8 | 18.9 | 14.5 | 100.0 | 100.0 | 0.0 | 0.0 | .3 | 14.3 |

